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ABSTRACT

This packet contains 12 lesson plans, listing learning activities, for teaching elementary school students about nutrition. The learning activities described involve art and art appreciation, encompassing such areas as drama, music, movement/dance, and visual arts. Recipes and cooking instruction are also included, along with references and notes to parents. (CJ)

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NUTRITION AND THE ARTS

Arizona Nutrition Education & Training net PROGRAM

Arizona Department of Education
Carolyn Warner, Superintendent
Dr. Jim Hartgraves, Deputy Superintendent
Dr. Ray Ryan, Deputy Superintendent
April 1983

ED229377

ARIZONA DEPARTMENT OF EDUCATION

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Dr. Thomas R. Reno	James J. Brunstein	Dr. Ray D. Ryan
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CHILDREN AND CREATIVITY - A CHECK-LIST

A child's creativity reflects his whole approach to life. Creativity helps a child

* learn more about the world
* solve problems
* express herself
* enjoy life more

Your attitudes when working with children can help them be more creative. Remember, children learn more from what we do, than what we say or even activities we plan.

Go over this checklist and think about ways you encourage creativity in children.

* Do children help plan activities?
* Is my center or home full of the children's work?
* Do I change this display frequently?
* Do I brainstorm with the children to solve problems?
* Do I put too much emphasis on "right" answers, or "right" ways of doing things?
* Do the children and I pretend a lot?
* Do I plan lots of construction activities?
* Do I encourage new uses of toys and materials?
* Do I create right along with the children?

Celebrating ...

CELEBRATING OURSELVES

Every day is a day for celebrating ourselves!

Our bodies do so much for us.

We can tell magical stories about faraway places.

We can sing soft songs that put babies to sleep.

We can move with our bodies in a way that says more than words.

We can paint pictures in every color of the rainbow.

We can make people laugh with a funny face.

Let's celebrate ourselves by cherishing our bodies.

Our bodies need good food, relaxation, exercise.

Let's show our bodies how much we care.

IN THIS ISSUE...

* Celebrating Ourselves
* Leafy Tree and Hoppy Bunny
* You Are Special
* Cottage Cheese Dip

Celebrating through creative movement...

1. MOVING OURSELVES

BACKGROUND

Through this activity, the children will better understand the "space" around them, and recognize and move many parts of their bodies.

WHAT YOU'LL NEED

An open space within which children can move.

WARM-UP

Invite each child to find a space of her own in the room. Each child's "space" is a special place where she can move her arms freely and not touch anyone else. Encourage children to explore their spaces.

"Move your arms way up high and way down low.
Move your arms all around.
Be careful not to touch anyone else.
If you are touching anyone else, move a little so you are not touching."

Ask children to leave their spaces and walk slowly toward you. Then, ask them to walk back to their spaces. You may need to help some children find their spaces again. Repeat. After children have returned to their spaces, encourage them to explore their spaces again by moving their arms and bodies.

HOW TO PROCEED

Invite children to sit down in their own spaces. Guide the children slowly through these movements.

"We each have a very special body. Your body is your very own.
It feels good to move every part of your body.
As I say a part of your body, move it up and down.
Head. Shoulders. Arms. Wrists. Fingers. Waist. Legs. Ankles. Toes."

"Move parts of your faces up and down, too.
Eyes. Eyebrows. Mouth. Nose. Cheeks. Jaw. Ears.

"Now make circles with all those parts."
(Repeat parts individually)

"Move your whole body up and down. Now move your whole body in a circle.
Let's make a great big circle by joining hands and move up and down together.
Up. Down. Let's make the circle go around by walking together.
Let's all sit down in our circle."

2. **Leafy Tree and Hoppy Bunny**

BACKGROUND

The story on page 3 is about the special movements of the creatures in the forest. The story introduces the basic movements of stretching, bending, rolling, hopping, and swaying.

WHAT YOU'LL NEED

An open space within which children can move.

HOW TO PROCEED

To begin, read the story so the children can become familiar with the characters. Encourage the children to talk about the movements of each character. As you read the story a second time, invite the children to help tell the story by moving like the characters move. Slow down with each underlined word in the story - give the children time to move in their own special ways.

LEAFY TREE AND HOPPY BUNNY

Once upon a time in the great green forest, there lived a tall oak tree named Leafy. Leafy stood very straight and tall and had roots that went way down into the earth. Leafy had his own space in the forest.

One day Leafy was standing just as tall as he could when he suddenly felt like stretching. He stretched his branches way down to the ground.

"Oh, that feels so good," Leafy said. Up and down he stretched. Up and down. Up and down. As he was stretching down towards the ground, he heard a tiny voice.

"Look at me, Leafy Tree. Look at me!"

Leafy looked down to see Little Stone sitting all alone at his base.

"Can you see me way down here?" called Little Stone. "I would like to move too, to stretch and bend like you. But I can't seem to move by myself. Would you help me?"

"I will try to help," Leafy said. So, Leafy bent down and touched Little Stone with a swaying branch. Little Stone moved.

"Oh, I'm moving! I'm moving!" said Little Stone.

"Yes, you are!" said Leafy Tree. "You're rolling!"

I love rolling!" Little Stone was so happy that she sang this song as she rolled.

"Rolling, rolling, rolling, rolling. Rolling on the ground.
Rolling, rolling, rolling, rolling. Rolling all around."

When Little Stone rolled to a stop, she looked up and saw a bunny hopping along.

Hop, hop, hop. The bunny hopped right up to Leafy Tree and Little Stone.

"Hello, you two," he said. "I'm Hoppy Bunny. See what I can do!"

Hoppy Bunny hopped and hopped and he flopped and flopped his big ears. Leafy Tree and Little Stone watched Hoppy Bunny and laughed with joy while Hoppy Bunny sang this happy song.

"Hopping, hopping, hopping, hopping. Hopping all the way.
Hopping, hopping, hopping, hopping. Hopping through the day."

Suddenly, they all heard a far away sound.

"What's that?" asked Little Stone.

"Listen!" said Hoppy Bunny.

"It's the wind!" said Leafy Tree, as he had heard that sound before.

It was the wind indeed. As the wind blew closer and closer, they could hear what he was saying.

"I'm the Mighty North Wind. I thought I would stop by.
I can blow and blow and blow, and I can make you fly."

The North Wind blew and blew. He blew Little Stone across the ground. He made Leafy Tree's branches sway and his leaves fly through the air. Hoppy Bunny went bouncing and his ears seemed to fly about his face.

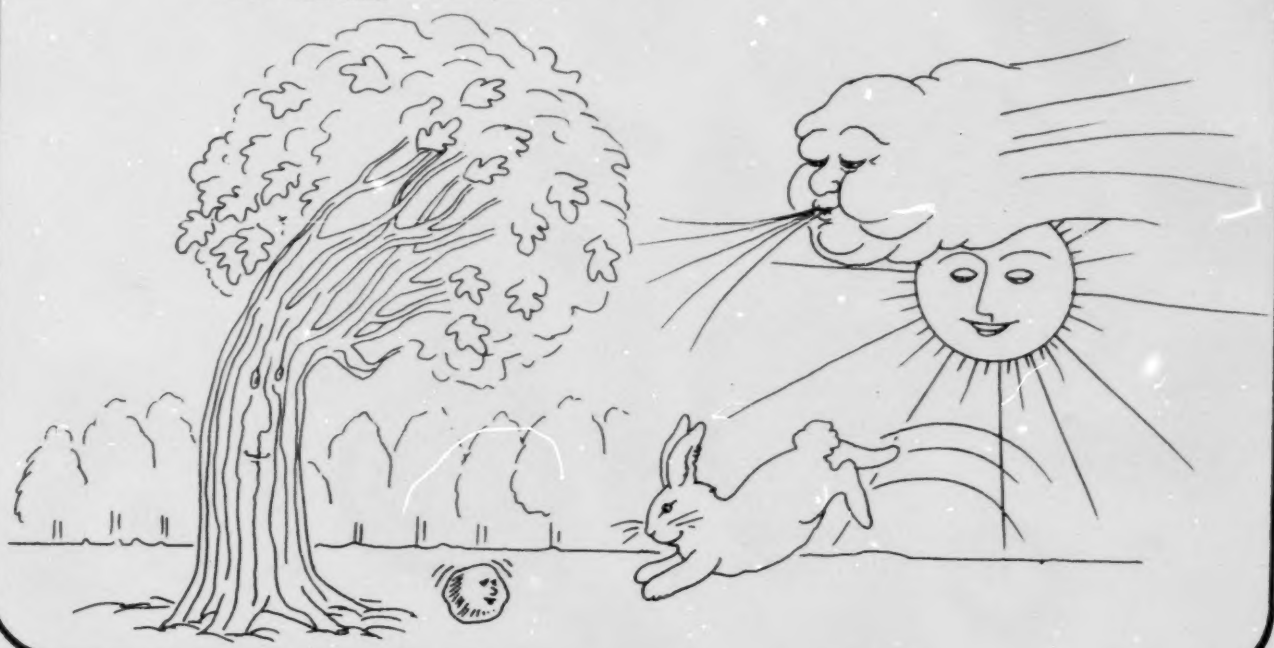
The North Wind sang joyfully,

"Flying, flying, flying, flying. Feel our bodies play.
Flying, flying, flying, flying. Bounce and roll and sway."

The day wore on and soon the evening shadows began to fall. North Wind grew tired of blowing. Leafy Tree's branches stopped swaying. Hoppy Bunny stopped his hopping and flopping. Little Stone stopped her rolling. Soon the forest was still and quiet.

The Big Orange Moon peeked his head above the trees and gently whispered this goodnight . . .

"You've laughed and played and had such fun,
Now rest, relax, sleep. Another day is done."



More Celebrating ...

THROUGH SNACKTIME ...

Cornbread and wedges of apple.*

English muffins with butter and grape juice.

Cherry tomatoes and whole wheat crackers.

Tangerine and raisin bread.

Brown bread spread with cottage or ricotta cheese.

French bread with butter and wedges of tomato.*

Strawberries and whole wheat roll.*

Apple cider and slice of colby cheese.

Pineapple slices on whole wheat toast.

* Suggested by Bureau of Nutrition Services, Arizona Department of Health Services

These snacks meet the minimum requirements for snacks set forth by Child Care Food Programs, U.S. Department of Agriculture.

THROUGH VISUAL ART ...

CELEBRATING SANDWICHES

This is a fun activity in which the children create a special snacktime treat.

Provide for each child a piece of whole wheat bread spread with peanut butter. The older children may be able to spread their own peanut butter.

Set out bowls of raisins, finely grated carrot, coconut, and thinly sliced apples (sprinkled with lemon juice to prevent darkening).

Invite the children to decorate their open-faced sandwiches with pictures of faces, landscapes, animals, or abstract designs.

When all the sandwich pictures are completed, encourage the children to tell the others about their creations.

Enjoy eating the special sandwiches for snacktime with a cool glass of water or juice.

THROUGH MUSIC ...

GIFTS FOR ME

Water in a glass,

Good food every day,

Rest and relaxation,

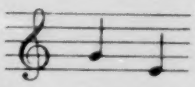
Time just to play.

Lots of love and hugs

Many times a day,

And 'cause my body needs this

You know it will say:



Thank you!

Children take turns singing "Thank You."

THROUGH DRAMA ...

YOU ARE SPECIAL

Sit in a circle. Ask children to look at each other carefully to see if there are any two people who look exactly the same in the circle.

"Does anyone look exactly like you? Do you suppose there is anyone in the whole world whose outside self is just the same as yours? How about your inside self - do you suppose there is anyone else who is exactly the same on the inside as you are?

Probably there is no one in the whole world who is exactly the same on the outside and the inside as you are. Think of all the ideas in your head that no one else has ever had. Because you are the only one just like you in the whole world, that makes you very special.

Let's celebrate the "specialness" of you by doing something in a way that only you can do. What if you couldn't talk with words and could only talk with your whole outside self? (Your head, hands, arms, legs, etc.) What if we all went to the park for a walk? After your walk, come back and tell me about the most beautiful thing you saw. Remember, we can't use any words. Only talk with your outside self. I'll show you what I saw. (Pantomine something like a beautiful butterfly or a waterfall.) As each child celebrates her special way of talking, the other children can guess what was seen.

The children may also tell about their favorite thing to do outside, their favorite animal, etc.

3. My Favorite Foods

BACKGROUND

This activity introduced the concepts of OPEN and CLOSED in a discussion of favorite foods.

WARM-UP

"Moving our bodies, relaxing, and eating good food all help us to be healthy and feel good.
Everyone has foods that are their special favorites.
What are your favorite foods?"

Be prepared to recall the foods shared by children as they will be used later.

HOW TO PROCEED

"OPEN your eyes very wide. OPEN your mouth very wide.
OPEN your arms, hands, and feet. OPEN your whole body.

Now CLOSE your mouth, eyes, arms, hands, and feet.
CLOSE your whole body.

Now OPEN your body quickly.
Now CLOSE your body quickly.
(Repeat both again.)

Now OPEN your body as slowly as you can.
Now CLOSE your body very slowly.
(Repeat both again.)

I am going to say the names of some foods.
If you like to eat the food I say, OPEN your whole body.
Show that you like the food with your whole body.

If you don't like to eat the food that I say,
CLOSE your whole body.
Let your body tell me no.

(Name some foods, including those mentioned by the children in the warm-up. Give children plenty of time for their movements. Tell the children that our bodies can say things without talking. Our bodies may have much to say.)

(To close, invite children to join hands and make a circle.)

Let's come together and CLOSE our circle.
Now let's walk backwards and make our circle OPEN up again.
(Repeat.)

Now let's all come together, sit down, and talk about what we did today."

EVALUATION

Evaluation is an important part of each lesson. Children feel good about themselves when they are given a chance to talk and be listened to with consideration. They learn about their own values of food, and that everyone has different likes and dislikes. So, be sure you allow at least five minutes at the end of each nutrition and arts session for talk time.

Some questions to ask children:

How do you feel now?
What did you enjoy most today?
What was hard for you? Easy? Fun?

Talk about how moving, eating good food, and relaxing help you to be healthy. Use this time to get to know one another better!

DEAR PARENT,

I like it when you reach me up to the ceiling.

I like it when you let me decide what we will have for supper.

I like it when we look at the stars together and talk.

We are a special family!

Try this snack for a very special occasion!

RECIPE:

COTTAGE CHEESE DIP

Mix in a blender or with an eggbeater:

1 cup cottage cheese
1 tablespoon milk
1 teaspoon dry ranch-style dressing mix

Use as a dip for raw vegetables cut in pieces. Try

carrots	jicama
celery	cucumber
zucchini	broccoli
cherry tomatoes	green pepper

Or, spread cheese dip on whole-grain crackers.

WHERE TO FIND MORE...

These resources are located in the Nutrition Education Regional Resource Centers. For more information on these Resource Centers, Contact the Arizona Department of Education at 255-3362 or toll free at 1-800-352-4558.

Creative Food Experiences for Children
by Mary T. Goodwin and Gerry Pollen

"You Are Magnificent" activities to help children see the wonder of themselves; and ideas for celebrating dozens of special occasions.

Nutrition in a Changing World -
A Curriculum for Preschool from Pennsylvania State University

Contains a unit on "Good Eating for Special Times" which emphasizes that celebrations can be nutritious.

"Fruit and Vegetable Birthday Party" -
Food and You Series, McGraw-Hill films.

A filmstrip showing nutritious snacks that children can prepare.

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PLANNING NUTRITION EDUCATION

In planning nutrition education activities, keep in mind these "knowledge skills" for early childhood identified by the NET Advisory Council, Arizona Department of Education.

1. Recognizes and names foods commonly available.
2. Associates eating food with growth energy, and health.
3. Associates certain sensory qualities with specific foods.
4. Practices being clean and careful when eating or working with food.
5. Recognizes food in different forms.
6. Recognizes that individual foods can be combined to make other foods.
7. Recognizes that food comes from different sources.
8. Distinguishes food from non-food and knows to ask an adult when not sure.
9. Practices appropriate dental health hygiene.

The activities in this issue focus on number 7, encouraging children to see that food comes from plants and animals. Do not expect young children to classify foods into the Four Food Groups. Emphasize instead simple classifications by source, color, taste.

Giving ...

UNDERSTANDING CREATIVE MOVEMENT

Creative movement refers to the bodily expression of inner feelings. These are feelings contained in the body in the nerves and muscles. Emotional feelings can sometimes accompany creative movements but are not necessarily the basis upon which the art of creative movement is founded.

Every step we take during our daily life requires movement of some kind. This is not creative movement. This is practical movement. Creative movement is movement that is done just for the sake of moving.

The product of a creative movement class is movement. Urlike some arts which have materials to stand as a representation of the artist's work, creative movement is less tangible.

Like other arts, however, creative movement does require that the teacher trust and encourage the basic creative nature of children and allow them to express themselves freely.

IN THIS ISSUE...

* Down on the Farm
* A Silly Imagination Game
* Our Fabulous Farm
* Breakfast Burrito

Giving through creative movement ...

1. MOVING AROUND TOGETHER

BACKGROUND

This is a good warm-up activity to start the children moving together. The activity also helps children develop a sense of rhythm. At first the activity may be hard for some children. Be patient and after several times, you will see the group moving more together.

HOW TO PROCEED

Make a circle.

Let's see if we can walk all together and clap the same beat.

We'll start clapping while we are standing still.
Everyone clap with me. Clap, clap, clap, clap.

(Encourage everyone to clap. If a child is having trouble with the beat, stand near that child so he can imitate your claps.)

Let's all walk around the circle in the same direction while we are clapping.

Stop. Let's turn and walk around the circle in the other direction still clapping.

Let's stop walking and stand still. Keep clapping.

Now let's stop clapping and sit down in our circle.

2. DOWN ON THE FARM - A movement story

BACKGROUND

This story teaches children that the farmer must give care to his plants and animals who in return give him food and enjoyment. The activity helps the children develop listening skills and encourages them to use their imaginations as they create movements and sounds for the story.

HOW TO PROCEED

Read the story, Down on the Farm, on page 3 to the children. Discuss the story with the children. Encourage the children to talk about their favorite animals.

What animals would you like to have on a farm?

Using the names of animals suggested by the children, invite the children to make animal movements and sounds.

Let's move like chickens. Make sounds like chickens.

Repeat with all the animals mentioned.

Retell the story using the names of all the animals suggested by the children. Invite the children to help you tell the story with their movements and sounds.

DOWN ON THE FARM

Once upon a time, there were two farmers who lived just at the edge of town on a small farm. The farmers were named Mr. and Mrs. Manuel. The Manuels raised plants and animals on their farm.

Every day, the Manuels worked hard to give lots of care to their plants and animals, and every day, they ate food the plants and animals gave them.

Each morning, the Manuels brought in food from their plants and animals. Mr. Manuel gathered eggs from the chickens and milked the cow. Mrs. Manuel picked fresh vegetables from the garden and fruit from the orchard.

Each morning, the Manuels gave special care to their plants and animals. Mr. Manuel carefully watered the garden and hoed the weeds from around the plants so each would have room to grow straight and tall. Mrs. Manuel carefully fed the animals and let them out of their pens to exercise in the pasture.

"My favorite time of day is when the animals go into the pasture to exercise," said Mrs. Manuel. "I love to watch them run and play."

She walked over to the chicken coop and let the chickens out.

"Cluck, cluck, cluck." The chickens hopped out and strutted around pecking at the ground.

She walked over to the pigpen and let the pigs out.

"Oink, oink, oink." The pigs strolled out and went immediately to the water hole where they rolled around in the mud.

She walked to the stable and let the horse out.

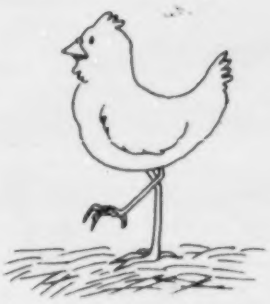
"Ney, ney, ney." The horse galloped around in circles.

She walked to the barn and let the cow out.

"Moo, moo, moo." The cow walked slowly through the green grass.

Soon all the animals were out exercising, enjoying the sunshine. All except Barney the dog.

Barney, the Manuel's dog, watched all the animals in the pasture. He barked and barked. Poor Barney had been left in the house.



"Oh, Barney. I forgot about you. I was so busy with all the other animals. Come on out and play."

"Woof, woof, woof." Barney jumped and ran around.

Time passed by so quickly. Before they knew it, it was time for the Manuels to stop their work for the day. Mr. Manuel carefully put away all his garden tools. Mrs. Manuel gently guided the animals back into their pens for the night.

"We have given very good care to our plants and animals today and they have given much to us," said Mr. Manuel.

They stopped to look at their plants in the garden - each one seemed to stand tall and healthy. As they walked back to their house, they stopped to look at all their animals. Each one looked happy and healthy.

Mr. and Mrs. Manuel and Barney, the dog, headed for the house. The Manuels had given all their plants and animals on the farm such good care. Now it was time to give themselves good care - a nutritious dinner, a relaxing bath, a good night's sleep.

More Giving ...

THROUGH SNACKTIME ...

Spoon size shredded wheat and raisins.

Molasses cookie and milk.

Hardboiled eggs and apple cider.

Triscuit crackers and cottage cheese.

Raisin bread spread with peanut butter.

Hot oatmeal with raisins and milk.

Bread sticks with orange juice.

Graham crackers and applesauce.

These snacks meet the minimum requirements for snacks set forth by the Child Care Food Program, U. S. Department of Agriculture.

THROUGH VISUAL ART ... OUR FABULOUS FARM

For this activity you will need:

A large piece of cardboard
Green and brown construction paper
Plastic strawberry baskets
Paste or glue
Oil-based clay in various colors

Discuss with the children the plants and animals found on a farm. Invite them to share what they know about farms.

Paste or glue pieces of construction paper to the large piece of cardboard to show different areas of the farm. Mark off these areas with fences cut from the strawberry baskets. Stand up the fence pieces with clay.

Invite the children to make animals and plants for the farm from pieces of clay. Let the children work freely with the clay without your help. As the plants and animals are finished, the children can place them around the farm.

A barn and silo can easily be made from a shoebox and oatmeal box. Trees can be made from twigs stuck in clay. Pebbles and sand from outside may also be added.

THROUGH MUSIC ...

A SILLY IMAGINATION GAME

All Chant:

I-ma-gi-na-tion ce-le-bra-tion.

What a silly sit-u-a-tion.

Silly, silly, silly, silly.

What silly thing can you say?

Possible responses:

Carrots grow on apple trees!

Green beans grow on daddys' noses!

Corn grows in people's shoes!

Orange juice comes from orange cows!

Chickens lay purple eggs!

Hamburgers grow on hamburger trees!

Encourage silly responses from children.

Questions will often trigger ideas for children such as "Where is a silly place for bananas to grow?" Use this rhythm game to lead into a discussion of where foods really come from.

THROUGH DRAMA ...

AN ANIMAL BIRTHDAY PARTY

Read this story to the children. Discuss animal movements and sounds. Invite the children to play out the story as you read it again.

Alex loved living on a farm. There weren't many children living close by, but Alex felt the animals were his friends.

Time passed quickly on the farm and soon it was Alex's birthday. He felt a little sad because he didn't know any children to invite to his party. The animals knew Alex was sad. So, on his birthday, all the animals took Alex out into a big open field to play. They made a circle around Alex and together they sang "Happy Birthday".

First, the geese waddled forward making honking sounds and said, "We want to give you feathers for soft pillows".

Then the chickens, flapping their wings, came forward saying, "We want to give you many eggs to eat".

The cows mooed and came forward saying, "We want to give you milk to drink".

Next the sheep moved toward Alex and said, "Take our wool to make blankets and clothes".

Alex smiled and thanked the animals. What a happy day!

3. GIVING CARE TO ONE ANOTHER - A Backrub

BACKGROUND

This quiet activity is often affective after an active movement session. It calms the children and lets them give to one another in an enjoyable way.

HOW TO PROCEED

Invite the children to sit in a line like a train with their legs open so the person in front of them can sit between their legs.

Make soft and gentle movements with your hands on the shoulders of the person in front of you.

Move your hands gently and quietly to the person's head.

Gently tap their head. Let the tapping get a little harder, then stop.

Gently rub their head. Let the rubbing get a little harder, then stop.

Move your fingers down the person's back.

Move your hands up and down their back with your arms moving.

We show we care about others when we take the time to make them feel good like we do when we give a backrub.

FREEDOM WITH LIMITS IN CREATIVE MOVEMENT

It is important for you to set certain spatial limits for the children at the beginning of each creative movement activity. These limits will allow the children to move freely without hurting themselves or someone else. The limits will also help the children discover spatial relationships in the world around them.

Examples of limits you may set are:

"Find your own space in the room where you can move without bumping into anyone else".

"I'd like for you to move only in the big part of our room away from the walls and furniture."

These limits may take a while for the children to understand. Through creative movement activities, however, their awareness of the space around them will expand.

DEAR PARENT,

I like it when you take me to a place we've never been before.

I like it when you let me pick out a little gift for someone special.

I like to give you a goodnight kiss.

You give me so much.

_____

RECIPE:

BREAKFAST BURRITO

For each serving:

1 egg
1 ounce yellow cheese, grated
1 small flour tortilla
Optional: Chopped onions, tomato, green pepper.

Scramble the egg over low heat, adding chopped onion, tomato, green pepper if desired. Warm the tortilla. Spread the scrambled egg in a line on one side of the tortilla. Arrange the cheese over the egg. Roll up the tortilla tucking in the ends. Enjoy with juice for breakfast or wrap in foil and heat later for a snack.

WHERE TO FIND MORE...

These resources are located in the Nutrition Education Regional Resource Centers. For more information on these Resource Centers, Contact the Arizona Department of Education at 255-3362 or toll free at 1-800-352-4558.

Nutrition in a Changing World - A Preschool Curriculum from Pennsylvania State University. Several chapters dealing with the foods we eat from plants and animals.

Food for Little People by Berkeley Department of Public Health. "Pizza Party" - a cooking activity using foods from plants and animals.

Where Does Food Come From? - A filmstrip from the Food and You series that talks about major sources of food.

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Arizona Nutrition Education & Training net PROGRAM
Arizona Department of Education
Carolyn Warner, Superintendent
Dr. Jim Hartgraves, Deputy Superintendent
Dr. Ray Ryan, Deputy Superintendent
April 1983

Moving ...

A MOVE TOWARD RELAXATION

As adults, we know the results of too much stress in our bodies.

We feel irritable and pressured.

Our bodies ache or we may even become ill.

We become less productive in our work and leisure activities.

Children experience stress, too. Tensions within the home and the anxiety of being away from family are some of the factors that may contribute to stress.

We can guide children, helping them learn how to release the tensions in their bodies.

Relaxation is an important coping skill for people of all ages. Children and staff members should practice muscle and body relaxation, and reduce the tensions and blockages we all create.

WATER, WATER EVERYWHERE

Water is considered a nutrient because it is needed for the health of every cell in the body.

In addition to the water we drink as such, water is supplied to the body in other beverages, and to some degree, in all the foods we eat.

Water is a part of our lives in other ways . . .

We wash ourselves, our clothes, dishes, and food in water.

We give water to our animals and plants so they can grow.

We travel through water.

We have fun in water - playing and swimming.

* * * * * * *

In hot weather, the body uses water to cool itself. It is especially important for people who are playing or exercising in hot weather to have plenty of water. For this reason, please have water available to the children at all times, especially during the summer.

IN THIS ISSUE...

* The Raindrop Story
* Ice is Nice
* Water Bells
* Orange Shake

Moving through creative movement ...

BACKGROUND

Relaxation is basic to movement activities. It is also the source of creative energy and productivity. Its opposite - tension - may cause some children to behave in non-productive, rigid, agressive ways.

Through these activities, the children will become more aware of and understand that they can control relaxation and tension. As they move their bodies freely in the activities, they will learn about water in our lives.

1. JUST RELAX

WHAT YOU'LL NEED

An open space within which children can move.

HOW TO PROCEED

Invite children to find their own space in the room.

"Let's all lie down on the floor.
We are going to let our bodies get very quiet and still.
We are going to teach our muscles how to relax."

"Let's remember how we feel just before we go to sleep at night.
We feel very relaxed.
Our bodies do not move."

"Let's make our muscles get very tight.
Make your head and your neck tight.
Make your tummy, arms, legs, and feet tight.
Make your whole body tight. Tighter, tighter, tighter.
Take a deep breath and let go of all the tightness.
Just relax."

"Take a big breath.
Now let it go and sigh."

Repeat the above activity two more times.

"Stand up.
Walk around with your body feeling very tight all over.
Tight, tight, tighter."

"Now let go and feel loose.
Walk around with a loose feeling.
Loose, loose, loose.
Feeling loose helps us relax."

"Do you know what happens to water when it gets very cold?
It freezes.
When I say freeze I want you to put your body in a tight position.
And when I say melt I want you to feel like an ice cube that melts.
Let your whole body feel loose."

"Freeze.
Remember the ice cube and be very hard and tight.
Melt.
Feel loose all over."

"Again, freeze, melt.
Freeze, melt."

"Lie down again and make your whole body tight.
Now make your whole body loose."

"Now stop moving and be very quiet.
See how quiet you can be.
No sounds, no movement. Just relax.
It's early in the morning before the sun comes up.
All the little birds and animals are sleeping, resting their bodies for the new day.
Let your arms be very still. Let your legs be very still.
Your whole body is very still and quiet."

Share The Raindrop Story on page 3 while the children relax.

THE RAINDROP STORY

Once upon a time, there was a little girl named Rachel who loved water. She played with water in her bathtub, splashed in water in the kitchen sink, and jumped and ran in water when it rained.

One day Rachel saw the sky getting dark.

"Oh, it's going to rain," she thought. "I'm going outside. I love the rain!"

Drop, drop, drop. Down came the rain on Rachel as she skipped through the raindrops.

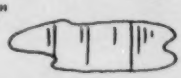
"I like to skip, I like to skip," she sang as she went up and down the street.

"I wonder where the rain comes from," Rachel thought.

Just then she heard a little sound. "Whee, whee, whee. Look at me!"

Rachel looked around but didn't see anything.

"Don't worry, you can't see me. I'm a little drop of rain, and I'm hidden with all the other drops on this tree!"



"Where did you come from?" Rachel asked the raindrop.

"I came from that big rain cloud. My family and I joined with all the other raindrops and came down in the rainstorm. Oh, listen. Can you hear that?"

Crack, bang. Crack, bang. The thunder boomed.

"This is going to be a big storm, Rachel. You'd better run home," the raindrop said.

So off Rachel went. Running, running, running. Into her house she ran. Rachel quickly hung up her raincoat and hat. She dashed to the window to watch the storm.

"Whew, I told you this would be a big storm!" Rachel heard the little raindrop sigh.

"Where are you?" Rachel asked. "I thought I left you on the tree outside!"

"Oh, now I'm on your raincoat," the little raindrop said. "I rolled onto it when you were standing under the tree."

"I'm glad you came home with me," said Rachel. "Will you be my friend?"

"Of course I will. All my water friends and family are your friends too! We help you stay healthy, keep clean, and have fun, too. You can find us in lots of places - in rivers, lakes and streams; in the faucets at your house, even in the foods you eat and drink."

"I know where else water is little raindrop," Rachel said.

"Where?" asked the raindrop.

"In me! My teacher said that my body has water in it - lots of water."

"That's right, Rachel. That's why you should drink water every day to stay healthy," said the little raindrop.

"Oh, little raindrop, I'm so glad you're my friend. Will you stay?"

"I never stay in one place very long. In fact, you'd better carry me on your coat into the tub before my raindrop friends and I make a big puddle on the floor."

So Rachel carefully carried her coat into the bathroom, shook it gently into the tub, and soon all the little drops of rain had disappeared down the drain.

"Goodbye, Rachel," called the raindrop.

"Goodbye," Rachel called. "I hope the raindrops come back again soon."

More Moving ...

THROUGH SNACKTIME ...

Homemade fruit juice popsicles and whole wheat crackers.

Cheese slices and jello filled with fruit.

Watermelon cubes and toast fingers.

Cottage cheese and cantaloupe.

Applesauce and peanut butter cookie.

Cucumber slices and wheat thins.

These snacks meet the minimum requirements for snacks set forth by Child Care Food Programs, U.S. Department of Agriculture.

THROUGH VISUAL ART ...

ICE IS NICE

In this activity, the children will experience mixing primary colors and freezing water into ice.

For the activity, you will need ice cube trays, food coloring (red, yellow, and blue), and bowls for mixing.

Fill three bowls with about two cups of water each. Squeeze a few drops of food coloring into each bowl to make red water, yellow water, and blue water. Invite the children to mix the food coloring into the water.

The children can pour the colored water into ice cube trays using a small cup. Freeze the colored water.

To create three new colors, invite the children to mix two of the colors together in a bowl. Discuss the new colors that have been created.

"What happens when we mix red and yellow water? Blue and yellow water? Red and blue water?"

Discuss what happens to water when it is frozen. "What happens to the colors? What happens to a little piece of ice when we hold it in our mouth?"

THROUGH MUSIC ...

WATER BELLS

Help children explore the sounds produced by water play.

Prepare three large glass bowls by pouring different levels of water into each one. Place the bowls on folded washrag mats.

Help children strike the edge of the bowls with a soft mallet.

Immediately stir the water gently with one finger. The sound will be a lovely bell tone with a reverberating echo.

Make water sounds another way.

Fill a large bowl or pan with water.

Strike triangles or large nails hanging from string. Immediately lower them into the water without touching the edge of the container. Again, an unusual, lovely sound will result.

Some children may want to create water music while others do a creative water dance.

THROUGH DRAMA ...

MOVING IN AND OUT

We can use our bodies to learn about in and out.

Watch carefully to see how many places I can put my hand in without ever moving from where I am standing. (Pocket, socks, hair, mouth, etc. Discuss. Repeat having children put their hands in . . . too.)

How many places can you imagine putting your whole body in? (House, car, balloon, cloud - Play out these ideas as they are suggested.)

How many things can you think of to put water in? (Cup, bucket, balloon, sink, bathtub, pool, mouth, flowerpots.)

How many things can you think of to put in water? (Ice cubes, yourself, submarines, fish, dirty clothes.)

Discuss the opposite of in. Demonstrate out. Take something out of your pocket, a basket, a drawer.

How many places can you take your whole body out of? (Bed, house, car, clothes.)

Let's try moving in and out of water. Let's pretend to do these things.

First, let's walk in the rain. What does it feel like? What do you like to do in the rain? Now the rain is getting harder. Let's get out of the rain! How do we get out of the rain?

Now, let's walk in a pool of water. What is it like to walk in water? Now let's dive under and swim. Now, everyone get out of the water. Hand me a towel!

RAIN, STORM & PUDDLES

2. RAIN, STORM AND PUDDLES

WHAT YOU'LL NEED

An open space within which children can move.

HOW TO PROCEED

"Let's all sit in a circle.
Close your eyes and think about rain.
Think about the way rain sounds.
Make rain sounds with your fingers and hands.
Make rain sounds with your feet."

Tapping fingers together, clapping hands together, slapping fingers, hands, and feet on the floor are all ways to make rain sounds. Allow the children time to explore all the ways of making rain sounds.

"Make the rain sounds very quietly.
Now make the rain sounds a little louder.
Louder and louder.
Now stop. No sounds at all."

"Let's do it again.
First, make quiet rain sounds.
Now, louder and louder and louder.
Now stop."

"Sometimes that's the way a rainstorm sounds.
What other sounds do you hear in a rainstorm?
Let's make stormy sounds and movements.
Stand up and move around the room being careful to stay in your own space."

"Now the wind and rain are slowing down.
Come to a rest around this puddle in the middle of the room.
Let's move around the puddle that the rain made.
Let's walk around the puddle. Walk, walk, walk.
Now walk the other way around the puddle. Walk, walk, walk.
Walk very slowly now. Slowly, slowly, slowly.
Come to a rest and sit down in a circle."

Take this time to talk about the movement activities. Ask the children what they liked and what they learned.

DEAR PARENT,

I love it when you let me run through the sprinkler when it is warm outside.

I love the way you smell after you take a shower.

I love it when you fix me something real special to drink.

I love you.

_____

RECIPE:

ORANGE SHAKE

1 6 oz. can frozen orange juice concentrate

1 cup milk

1 cup water

2 Tablespoons sugar

½ teaspoon vanilla

8-10 ice cubes

Place all ingredients in a blender. Cover and blend until smooth. Serve immediately. Serves 4 - 6.

WHERE TO FIND MORE...

These resources are located in the Nutrition Education Regional Resource Centers. For more information on these Resource Centers, Contact the Arizona Department of Education at 255-3362 or toll free at 1-800-352-4558.

Creative Food Experiences for Children by Mary T. Goodwin and Gerry Pollen. An exciting selection of beverage recipes.

How to Help Your Child Eat Right! by A. K. Hatfield and P. S. Stanton. "Nutrients Need Watering" - a smart little verse about the importance of water.

Food for Sport by Nathan J. Smith. Accurate information on the importance of water for active persons.

Check your local library for excellent children's stories such as these.

Water - Harlan Wade, Raintree Publ. Ltd., 1977.

Water - Mae Freeman, Random House, New York, 1970.

CREDITS

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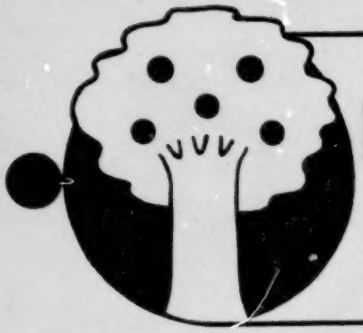

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Growing ...

USING CREATIVE DRAMA

Creative drama is a term used to refer to all forms of improvised dramatic activity: pantomimes, dramatic play, and story dramatization.

Sometimes the ideas for creative drama come from the children such as dreams, trips taken, things they've seen or heard, holidays, or simple social problems.

Sometimes the ideas come from the leader such as poems, stories, songs, or even discussions.

The important thing is to realize the dramatic potential in simple, everyday experiences, and that creative dramatics should not have as its main focus a finished product like putting on a play for an audience.

YOUR ROLE as the leader is to motivate, guide, and help evaluate the dramatic experience. You should always play with the children, often taking a role within the drama. This allows you to better guide, move the playing forward, draw ideas and dialogue from the children, and to offer positive reinforcement.

OUR HURRIED CHILDREN

Our children seem to rush through childhood. At every turn, there seems to be an adult saying hurry, hurry, hurry.

We hurry children through snacks, on to the next activity, into the car, out to play.

We hurry children into adulthood - their clothing are miniatures of designer styles worn by mom or dad; their thoughts and ideas are considered worthy of note only when they sound grown up: their delightfully childlike behavior is frowned at - "You shouldn't act like that."

We hurry children to be perfect in every way - We have forgotten that they, too, must learn through trial and error; they, too, must first know success before they can cope with failure; they, too, have to practice before they get things "right."

Our children need childhood - every single, precious day of it. At every turn there should be adults saying,

"What a good idea!" "I'm glad to see you try." "Have fun - don't worry - take your time." "We're in no hurry."

IN THIS ISSUE...

* The Carrot That Wouldn't Grow
* Growin' Bones
* How Tall Are You?
* Peanut Butter Bread

Growing through creative drama . . .

1. THE CARROT THAT WOULDN'T GROW

BACKGROUND

This activity includes a story about the many things a carrot needs to grow.

Through this story and a discussion relating the theme of the story to the growth of the children, the children will begin to understand that we need many things to grow up strong and healthy - good food, exercise, fresh air, love . . . The children may help add to the list.

HOW TO PROCEED

Read or tell the story, The Carrot That Wouldn't Grow to the children. Discuss the story -the sequence of events and the characters.

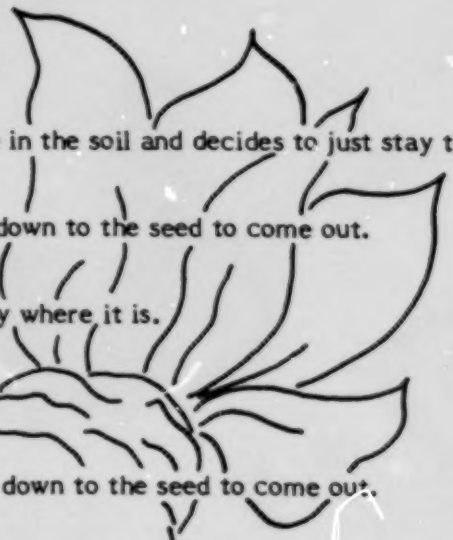
Invite the children to play out the story with you. The story could first be acted out in pantomime with you narrating the action.

The story could then be acted out with the children using their own dialogue.

You may either observe the children and direct the action or become part of the story. Encourage all the children to have a part in the story.

After playing and replaying the story, relate the theme of the story to the growth of the children.

THE CARROT THAT WOULDN'T GROW



* A tiny carrot seed is planted in a garden.
* The seed becomes warm and comfortable in the soil and decides to just stay there.
* One day the sun comes to visit and calls down to the seed to come out.
* The seed hears the sun but decides to stay where it is.
* The sun goes sadly away.
* One day the rain comes to visit and calls down to the seed to come out.
* The seed hears the rain but decides to stay where it is.
* The rain goes sadly away.
* One day the wind comes to visit and calls down to the seed to come out.
* The seed hears the wind but decides to stay where it is.
* The wind goes sadly away.
* One day the sun, the rain, and the wind all together come to visit the little carrot seed. They all dance around on top of the soil and call down hoping to persuade the little seed to come out.
* Finally, the little seed can resist no longer and slowly begins to grow.
* It grows and grows and grows. Its beautiful orange root grows down strong and straight. Its leaves grow tall and green. It grows right in the middle of where the sun, the rain, and the wind are dancing. They are very proud of the seed.
* The seed is very proud too.

More Growing...

THROUGH SNACKTIME ...

Toasted waffles and applesauce.

Peanut butter and banana sandwiches and milk.

Toasted raisin bread and pineapple juice.

Pear halves and granola.

Cottage cheese mixed with canned fruit cocktail.

Cheese buns

Grate yellow cheese and mix with little mayonnaise to moisten. Add a little finely chopped green pepper, pimiento, celery if you like. Spread cheese mixture on hamburger or hot dog buns and broil until cheese is bubbly. Cut buns in half and cool slightly before serving.

Graham crackers and orange juice.

These snacks meet the minimum requirements for snacks set forth by the Child Care Food Program, U. S. Department of Agriculture.

THROUGH MOVEMENT ...

WE GROW

* Start this movement activity on the ground with the children in a closed position. Practice open and closed for a while first if the children don't remember the position.

Find your own space in which to move.

Food helps us to grow, just like water, sun, and soil help seeds to grow.

Let's imagine we are little seeds hiding way down in the ground. Let's make movements to show we are hiding.

Soon we want to grow up and be seen. Let's make movements that show us pushing up through the ground.

Push, push, push. Up, up, up.

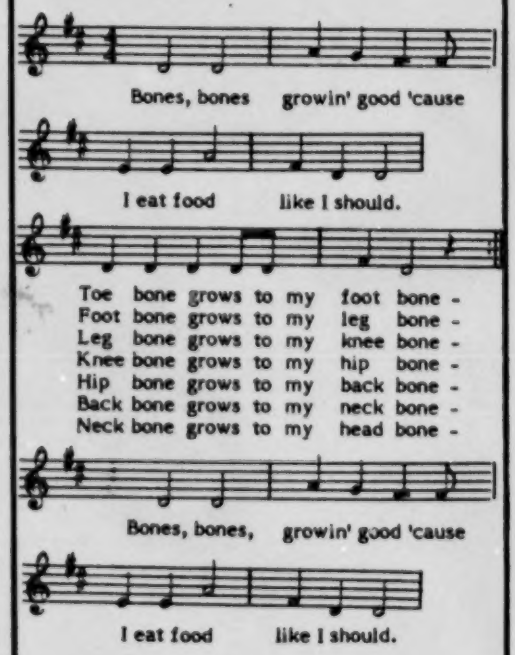
Keep pushing up until you have come out of the ground and are in the air.

Now keep growing taller and taller. Stretching and stretching.

Now you are a big, tall vegetable plant. What kind of vegetable plant are you?

THROUGH MUSIC ...

GROWIN' BONES


Bones, bones growin' good 'cause
I eat food like I should.
Toe bone grows to my foot bone -
Foot bone grows to my leg bone -
Leg bone grows to my knee bone -
Knee bone grows to my hip bone -
Hip bone grows to my back bone -
Back bone grows to my neck bone -
Neck bone grows to my head bone -
Bones, bones, growin' good 'cause
I eat food like I should.

THROUGH VISUAL ART ...

HOW TALL ARE YOU?

Invite each child to draw a picture of himself with crayons or markers on a piece of drawing paper. The picture may be full figure or just a face. Cut out the pictures.

Arrange the children's pictures on a large piece of butcher paper. Past or glue the pictures to the paper. Write each child's name next to his picture.

Make a large measuring tape from a long piece of butcher paper (about 4-5 feet long by 12-18 inches wide) and hang on the wall. Mark off the tape in inches starting at the floor.

Hang the mural of children's pictures next to the large measuring tape. Connect a piece of colored yarn from each child's picture to the height of that child on the measuring tape.

Each month, move the pieces of yarn up the measuring tape as the children grow.

2. GOING ON A PICNIC

BACKGROUND

This activity develops children's imaginations, encourages cooperation, and builds listening skills.

HOW TO PROCEED

Invite the children to a pretend picnic in the park. Plan to play out an improvisational scene in two ways. Explain the scenes to the children, but allow them to change the stories as they play them out.

The first time, the children are busily playing until it is time for lunch. Unfortunately, someone has forgotten to bring the picnic basket and there is nothing to eat. The children are very hungry. They become tired and cranky because there is no food to give them energy.

The second time, the children are again playing before lunch. At lunchtime, the picnic basket is opened. You and the children share a lunch of cheese sandwiches, grapes, and lemonade (or another delicious menu!). The children sit for a short quiet time after lunch, perhaps to hear a story, and then are ready to play in the afternoon. They have lots of energy!

Discuss and compare the two scenes with the children.

Why did the children have more energy the second time?
How do you feel when you are hungry?
How do you feel if you do not eat breakfast?

Remind the children that food gives them the energy they need to play, to work, to learn, to grow, to help at home.

DEAR PARENT,

I like it when you tell me about when I was a baby.

I like it when you show me how much I've grown.

I like it when you teach me things slowly and patiently.

I like it when we have time together.

This quick bread makes a delicious afternoon snack!

RECIPE:

PEANUT BUTTER BREAD

- 2 cups flour
- 1/3 cup sugar
- 2 teaspoons baking powder
- 1 teaspoon salt
- 3/4 cup peanut butter
- 1 cup milk
- 1 egg

Mix dry ingredients together in a bowl. Add peanut butter and blend with a fork. Thoroughly mix egg and milk together. Stir into dry ingredients and peanut butter. Mix until just blended. Pour into greased loaf pan. Bake at 350° for about 50 minutes. Makes one loaf.

WHERE TO FIND MORE...

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Creative Food Experiences for Children by Mary T. Goodwin and Gerry Pollen. Suggestions for activities to learn about growing.

Nutrition in a Changing World - A Preschool Curriculum from Pennsylvania State University. Two chapters on energy and growth filled with activities.

Food Helps Kim Grow and Los Alimentos Ayudan a Kim a Crecer by Yakima Home Economics Association.
A preschool reader in English and Spanish.

The Family Guide to Better Food and Better Health by Ronald M. Deutsch. Understanding the growth patterns of children.

A Voyage to Planet Health - A filmstrip in the Food and You Series that explains why your body needs food for energy and growth.

CREDITS

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Discovering ...

DISCOVERING CREATIVE DRAMA

Creative drama or informal, improvised activities with young children provide opportunities for development of the whole child.

Creative drama encourages children to:

* Work together as a group.
* Respect their own ideas as well as others.
* Listen to each other.
* Express themselves more effectively, both physically and verbally.
* Feel good about their own self-image.
* Have a better understanding of themselves and others because of the opportunity to "try-on" many different kinds of people in various situations.

It is important that you, the caregiver, relax and enjoy the fun of being involved with drama. Also, remember you are not performing, only trying on life situations for the fun of it.

It is also fun to realize, as it is for the children, that if you are sincere, there is no way to make a mistake.

Go for it!

DISCOVERING VEGETABLES

Most children have experienced only a few vegetables, so the opportunities for discovery are endless. Learning to enjoy many different kinds of vegetables as a child is the promise of nutritious and varied eating habits as an adult. Children may be most comfortable discovering a new vegetable through stories, pictures, and finally, snacktime or a tasting party.

Children enjoy simple textures and flavors. Raw vegetables have a special crunch and flavor. To cook vegetables, STEAM, MICROWAVE, or STIR FRY them in a little broth or water until the vegetables are still slightly crisp and brightly colored.

Fresh or frozen vegetables without sauces or excessive seasoning have the best flavor. Canned vegetables are less desirable as they are quite salty for young tastebuds. Besides, we are being encouraged by nutritionists to reduce the amount of salt in our diets.

IN THIS ISSUE...

* Vegetable Soup - Creative Drama
* Peas in the Pot
* Vegetable Puzzles
* Grated Carrot Salad

Discovering through creative drama . . .

1. I LIKE CARROTS BEST

BACKGROUND

This activity will help children become acquainted with many vegetables - discovering their shapes, colors, and textures.

WHAT YOU'LL NEED

A variety of fresh vegetables or pictures of vegetables.

A grocery bag.

HOW TO PROCEED

Invite the children to join hands and form a large round pot. When the circle shape is made, ask the children to sit down facing the center of the circle.

Tell the children they will be learning about vegetables this day. Describe your own favorite vegetable and then share the poem, I Like Carrots Best.

I Like Carrots Best

I think I like carrots best 'cause they're orange and they crunch.

No . . . maybe beans or peas or cabbage is better. I like green a bunch.

No . . . I think corn is best when you eat it off the cob, with butter and salt and your hands get all sticky, and the butter runs down your arms and gets on your . . .

No . . . I think I like carrots best.

-Don Doyle-

After sharing the poem, discuss with the children their favorite vegetables. As the vegetables are mentioned, bring the real vegetable or picture from a grocery bag in the center of the circle.

Introduce any vegetables in the bag that are not mentioned by the children. Pass the vegetables around. Encourage the children to discover the vegetables with their eyes, fingers, and noses.

Let the children take turns sharing what they observe. You may need to begin by saying something like, "I like the way cabbage feels so smooth."

VEGETABLE SOUP

Once there was a man who was very hungry. He liked to play tricks on people. He thought to himself, "Perhaps I can think of a trick to play and at the same time fill my belly!"

As he walked to the park, he began to think of a plan. Along the way he found a big kettle that someone had thrown out. It looked like a perfectly good kettle, but there it was, sitting on a garbage can in the alley just waiting for him. He took the kettle with him to the park and filled it with water. He now had the idea for his trick.

After building a nice campfire in the park, he hung the kettle of water over the fire and waited. Soon the water began to boil.

People in the park came over to see what the man was cooking.

"What are you cooking in that kettle?" asked one woman.

"Why, I'm making vegetable soup," said the man.

"Don't be silly," the woman laughed. "You don't even have potatoes in your soup."

"That's true," said the man. "Would you be kind enough to share some of your potatoes? I know that would make the soup taste better."

The woman agreed and went home to bring back some potatoes.

Another person said, "That soup needs carrots to be vegetable soup."

Another said, "That soup needs onions to be vegetable soup."

Soon people began to shout out the vegetables that were needed to make good vegetable soup. The man asked each person to go home and bring some of the vegetables they suggested to put into the soup.

The people hurried home and quickly returned with a special vegetable to put into the soup, plus a small bowl and spoon.

The kettle of water began to smell very good, because it had so many different kinds of vegetables in it. As the man stirred the soup with a big stick, the people stood around watching and smelling the potatoes, onions, tomatoes, carrots, corn, beans, and cabbage.

The soup smelled very good as he spooned some into each bowl. Everyone was happy because it was now truly such a good vegetable soup.

And the man who played the trick had a very full belly.

More Discovering ...

THROUGH SNACKTIME ...

Cucumber sticks and whole wheat rolls with butter.

Cauliflowerets and rye crackers.

Carrot bread and milk.

Cabbage salad with pineapple chunks and bread sticks.

Lettuce leaves rolled around peanut butter.

Celery sticks stuffed with cottage cheese.

Jicama cookies

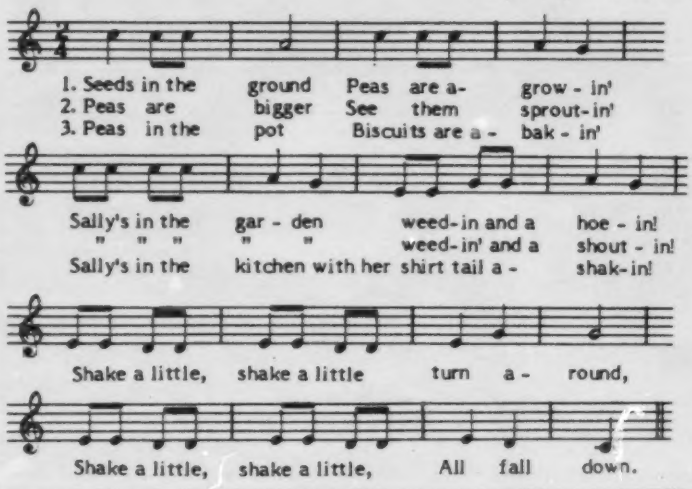
Peel jicama and cut into ¼ inch slices. Let children cut out shapes with cookie cutters. Serve peanut butter and water.

These snacks meet the minimum requirements for snacks set forth by Child Care Food Program, U.S. Department of Agriculture.

THROUGH MUSIC ...

PEAS IN THE POT

American Folk
Adopted by B. Andress


1. Seeds in the ground Peas are a- grow - in'
2. Peas are bigger See them sprout-in'
3. Peas in the pot Biscuits are a - bak - in'
Sally's in the gar - den weed-in and a hoe - in!
" " " weed-in' and a shout - in!
Sally's in the kitchen with her shirt tail a - shak-in!
Shake a little, shake a little turn a - round,
Shake a little, shake a little, All fall down.

THROUGH VISUAL ART ...

VEGETABLE PUZZLES

Choose one different fresh vegetable for each three children.

Cut each vegetable into three distinct pieces. Show the children how the three pieces of each vegetable fit together like a puzzle.

Place the vegetable pieces in a bag.

Invite the children to find their own space in the room so they are not touching one another.

Ask each child to take one piece of a vegetable from the bag, covering it with her hands so no one else can see what she has drawn. When each child has a piece of a vegetable, the game can begin.

The object of the game is for each child to find the other two pieces of the vegetable to make one whole vegetable. When the children find each other, they can put the parts together to make a whole.

After all the vegetable puzzles are complete, ask each group to hold up their vegetable for all to see.

The parts of the vegetables may be placed back in the bag and the game played again.

THROUGH MOVEMENT ...

VEGETABLE GARDEN

Find a space of your own to move in.

Imagine that we are going to plant a vegetable garden.

We will plant some seeds and then pick the vegetables that grow.

Start your garden by digging the soil. Dig with your arms. Dig with your legs. Try digging with your head, too. Dig with your whole body.

Drop some seeds in the hole you dug.

Throw soil on top of the seeds. Throw with your arms. Throw with your legs, head. Throw with your whole body. Throw sideways and backwards. Throw up and down.

After a long time and lots of water and sunshine, the seeds have grown into plants. The vegetables are ready to be picked. What kind of vegetables are we going to pick? (Ask each child to share his favorite vegetable.)

Move around the garden and pick all the different vegetables.

Bring the vegetables you have picked to this basket in the middle of the room. Let's sit down around the basket and talk about all the different kinds of vegetables.

2. VEGETABLE SOUP

BACKGROUND

This activity includes a narrative story and a group cooking experience. The children will work together as a group as they play out the story and make a special soup.

During any drama activity, it is important that the teacher reinforce positive behavior with comments such as, "I like the way this group is bringing the peas to the pot" or "I appreciate the way the children are carefully scraping the carrots."

WHAT YOU'LL NEED

A variety of vegetables for the soup. Read the story for suggestions. Perhaps you could use the same vegetables you use for I Like Carrots Best.

A large soup pot for the soup.

A burner or stove.

HOW TO PROCEED - A Narrative Story

Begin by reading to the children this shortened version of Stone Soup. Invite the children to discuss the characters and events in the story.

Retell the story several times to allow the children to participate in different ways. The children may play out the story in pantomime, without talking, as you read. They may play out the story with action and dialogue.
They may play out the story as you all make a real vegetable soup. (See HOW TO PROCEED below).

It is a good idea for you to play the trickster, in order to direct the action of the story. Help the children decide what vegetables they will bring to the soup.

This story will reinforce the concepts of part and whole as each child contributes something to the soup. Each part is important and necessary to make the whole.

HOW TO PROCEED - A Group Cooking Experience

Have the children wash their hands thoroughly before handling the vegetables.

The children should have an important part in preparing a variety of vegetables for the soup. Washing, peeling, removing leaves, chopping, and slicing are all tasks the children can do with supervision.

Put the prepared vegetables for the soup in individual bowls or plastic bags. Keep some of each vegetable out of the soup so the children can compare raw with cooked.

Fill a soup pot with water - about ½ cup per child. Bring water to a boil. Retell the story with the children actually adding real vegetables carefully to the pot. You may stop the story after all vegetables have been added and resume when the soup is done. At that time, everyone can enjoy a bowl of soup, and taste and talk about their experience.

DEAR PARENT,

It makes me feel good when you help me plant seeds and watch them grow.

It makes me feel good when you show me how much I've grown.

It makes me feel good when you pretend to be a child and I pretend to be a grownup.

I feel good about us!

_____

RECIPE:

GRATED CARROT SALAD

2 Tablespoons vegetable oil

2 Tablespoons lemon juice

1 teaspoon sugar

2 cups grated carrot

Mix oil, lemon juice, and sugar in a small bowl. Add carrots and toss well. Serves 4.

Your child can MIX and TOSS with your guidance and support.

WHERE TO FIND MORE...

These resources are located in the Nutrition Education Regional Resource Centers. For more information on these Resource Centers, Contact the Arizona Department of Education at 255-3362 or toll free at 1-800-352-4558.

Creative Food Experiences for Children By Mary T. Goodwin and Gerry Pollen.
Numerous activities to explore how vegetables grow.

I Like Vegetables by Sharon Lerner.

Kids Are Natural Cooks by Parent's Nursery School.
Recipes for classroom cooking arranged by seasons.

Food for Little People by Berkeley Department of Public Health.
"Vegetable Grab Bag" - a classroom finger food snack.
"The Story of Stone Soup"

Check your local library for excellent children's stories such as these.

Turnip - Janina Domanska, McMillan, 1969.

More Potatoes - Millicent Selsam, Harper and Row, New York, 1972.

CREDITS

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Arts Education	
Music	Barbara Andress
Drama	Don Doyle, Ph.D.
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NUTRITION AND THE ARTS

Arizona Nutrition Education & Training net PROGRAM

Arizona Department of Education
Carolyn Warner, Superintendent
Dr. Jim Hartgraves, Deputy Superintendent
Dr. Ray Ryan, Deputy Superintendent
April 1983

MOO JUICE

During the growth spurts of young children, two of the most important nutrients are protein and calcium. The food best suited to supply these nutrients is milk.

Milk and foods made from milk are one of the four food groups because, as a group, they provide these, as well as other nutrients.

Some foods made from milk, however, are not included in the milk group because of their high fat content and low protein and calcium content. These foods are cream cheese, sour cream, cream, half and half, and butter.

A word or two about calcium . . .

The following foods have about as much of this important nutrient as one cup of milk:

- 1½ oz. cheddar cheese
- 2 cups cottage cheese
- 1 cup greens (collard, kale, mustard, turnip)
- 2¾ oz. sardines with bones
- 4 oz. salmon with bones
- 3 corn muffins
- 8 oz. tofu
- 10 eggs
- 13 slices whole wheat bread
- 9 cups strawberries

Each day, children need 3 cups of milk or the equivalent to get the calcium they need. As you can see, it may not be easy for the child who doesn't use milk or milk products to get enough calcium.

Imagining . . .

FOR THE CHILDREN

A phrase you may have heard as a caretaker of young children is "Process, not Product." Let's talk about how the idea behind this phrase can help you plan creative activities for children.

When you plan activities, keep in mind what the children will experience or learn by doing the activity. This is the process.

It is more important for children to join together in playing out a story they are listening to than to be concerned about perfect lines in a staged play for parents.

It is more important for each child to contribute something in a class cooking project than it is to create a culinary masterpiece.

Remember, activities planned with the children in mind are more creative and valuable than activities planned with an audience of adults in mind.

IN THIS ISSUE...

* Milking Your Imagination
* Shapey Pizza Faces
* Señor Romero
* An Easy Custard

Imagining through creative drama . . .

1. WHERE MILK COMES FROM

BACKGROUND

Through this activity, children will understand that animals make milk to feed their babies, and that some animals share their milk with people.

The children will participate in a discussion; listening and expressing themselves.

WHAT YOU'LL NEED

Ask your librarian to help you find a children's story that will encourage thought about where milk comes from. There are many such stories such as Ask Mr. Bear by Marjorie Flack.

You may also want to use "We All Like Milk", a set of study prints about animals and their babies from the Dairy Council of Arizona. See "Where to Find More" on page 6.

HOW TO PROCEED

Read Ask Mr. Bear or another appropriate story about animals and their babies.

After reading the story, discuss and name the many animals that give their babies milk to help them grow. Use the Dairy Council study prints in your discussion if available.

Encourage children to share experiences they have had watching baby animals of all kinds drinking milk from their mothers.

Some animals have so much milk to give that they are able to share it with people to drink, such as cows and goats. Discuss how the milk is prepared for the people, and where we buy the milk.

3. THE MILK COMES HOME

BACKGROUND

In this activity, the children explore the path of milk from dairy to home. As you read the story, play out the scenes with the children. Any of the scenes could be developed into dramatic situations.

For example, you could set up a supermarket scene with shoppers and store employees. You could play the manager of the store, and move through the store talking with the others to motivate dialogue and action. You could create quite a scene by announcing that the store had just run out of milk, or that you were only selling buttermilk, or, or, or . . .

WHAT YOU'LL NEED

You may want to collect empty milk cartons of various sizes and colors. These can be used as props throughout the story.

HOW TO PROCEED

Read the following story. Feel free to add to the story. Encourage everyone to participate in acting out the scenes.

> The cows are milked by electric milking machines at the dairy farm by the men and women who work there.
>
> A big tank truck that keeps the milk very cold takes the milk to the dairy plant in the city.
>
> At the dairy plant, the people heat the milk to kill any germs that might be there, and then send it through long, cold pipes to different sizes of very clean cartons.
>
> The cartons are put in cases and then loaded on big, cold trucks that take the milk to the store.
>
> Perhaps you and your mom or dad go to the store to buy the cartons of milk to bring home.
>
> At home, you may drink milk or use it in many different foods. What foods do we make with milk?
>
> Some of the milk from the dairy plant is made into other foods we enjoy like cheese, yogurt, and ice cream.

EXTENSIONS

Plan a tasting party with different kinds of milk or milk products.

With the different sizes of milk cartons, discuss bigger and smaller.

Take a field trip to a dairy if there is one nearby.

Borrow a churn from Dairy Council of Arizona and make butter.

More Imagining ...

THROUGH SNACKTIME ...

Milk and fig bars.

Cheddar cheese slices and apple wedges.

Banana slices and raisins in cottage cheese.

White cheese cubes and grape juice.

Graham crackers and milk.

Cottage cheese and tomato wedges.

Bananas and milk blended in blender and served chilled.

Quesadilla

> Place shredded cheese on flour tortilla. Fold in half. Heat in oven or microwave until cheese is melted.

These snacks meet the minimum requirements for snacks set forth by the Child Care Food Program, U. S. Department of Agriculture.

THROUGH MOVEMENT ...

MILK SHAKES

Find your own space to move in.

Imagine you are each holding a great big glass of milk.

Let's add something to the milk and make a milk shake.

What can we add to the milk to make a milk shake? (Use children's ideas.)

Shake your milk shake all around.

Start the shake with your hands. Shake, shake, shake your hands and fingers.

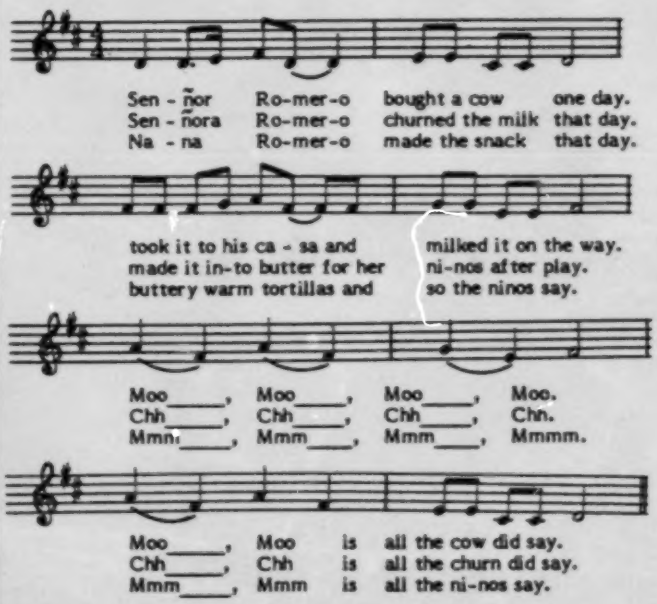
Shake your arms.

Shake your shoulders and your hips.

Shake your legs and your feet.

Make your whole body shake all over. Let your voice shake too.

THROUGH MUSIC ...

SEÑOR ROMERO

Sen - ñor Ro-mer-o bought a cow one day.
Sen - ñora Ro-mer-o churned the milk that day.
Na - na Ro-mer-o made the snack that day.
took it to his ca - sa and milked it on the way.
made it in-to butter for her ni-nos after play.
buttery warm tortillas and so the ninos say.
Moo____, Moo____, Moo____, Moo.
Chh____, Chh____, Chh____, Chh.
Mmm____, Mmm____, Mmm____, Mmmm.
Moo____, Moo is all the cow did say.
Chh____, Chh is all the churn did say.
Mmm____, Mmm is all the ni-nos say.

THROUGH VISUAL ART ...

SHAPEY PIZZA FACES

You will need for each child:

> One-half English muffin
> 1-2 Tablespoons tomato sauce
> One slice yellow cheese (about 1 oz.)

Cut the cheese slices into squares, triangles, and circles. Place the English muffins on a plate, the tomato sauce in a bowl, and the cheese shapes on a plate or board.

Discuss with the children the different colors and shapes of the pizza ingredients.

> "We are going to make little pizzas with faces on them.
> What shapes could we use for eyes?
> What shapes could we use for a nose?
> What shapes could we use to make a mouth?"

Invite each child to make a special pizza face, spreading sauce on a muffin and arranging cheese shapes on top. Share the funny faces the children have created.

Place the pizzas on a baking sheet and broil or bake at 450 degrees until the cheese is melted. Discuss what the pizzas look like after cooking.

> "Where are the faces?
> What happens to cheese when it gets hot?"

Enjoy the delicious pizzas when they have cooled just a bit.

2. MILKING YOUR IMAGINATION

BACKGROUND

This activity allows the children to stretch their imaginations by beginning whimsically and ending with the children talking about their favorite kind of milk.

WHAT YOU'LL NEED

Active imaginations!

HOW TO PROCEED

Discuss the following "What If?" questions.

It will be fun to act out some of the children's responses.

Encourage everyone to participate.

POLKA-DOT MILK!

WHAT IF the cow could give us any color milk we wanted?

What color milk would <u>you</u> like to drink?

WHAT IF you were milking a cow and out came purple grape juice?

WHAT IF the swimming pool was filled with milk?

WHAT IF the farmer was milking his cow and the milk wouldn't stop coming out?

He filled all his pails, and then . . .

WHAT IF you had a glass of milk in your hand right now?

What kind of milk would it be -ice cold milk, chocolate milk, butter milk, hot chocolate, milkshake?

Imagine that milk is in your hand right now. Let's all drink our milk at the same time. Tell us about your milk. How does it taste? Is it hot or cold? How does it smell? What does it look like?

DEAR PARENT,

Let's imagine what it would be like if we worked in a circus!

Let's imagine what it would be like if our house was a spaceship!

Let's imagine what it would be like if animals could talk!

I love to laugh with you.

This custard recipe is good with fruit for breakfast or dessert.

RECIPE:

AN EASY CUSTARD

2 eggs, beaten — 1 cup milk

2 Tablespoons sugar — ½ teaspoon vanilla

nutmeg

Combine eggs, sugar, milk and vanilla. Pour into 3 or 4 glass custard cups. Sprinkle with nutmeg. Place the cups on a folded paper towel in a skillet with a tight fitting lid. Pour water into the pan, about 1 inch deep, and cover. Bring water to a rolling boil. Remove pan from heat and let sit for 15 minutes without lifting lid. Serve warm or cold. Serves 3. This recipe can easily be doubled.

WHERE TO FIND MORE...

These resources are located in the Nutrition Education Regional Resource Centers. For more information on these Resource Centers, Contact the Arizona Department of Education at 255-3362 or toll free at 1-800-352-4558.

Food for Little People by Berkeley Department of Public Health.
"Baked Custard" - a classroom cooking experience; recipes and suggestions for milk drinks.

Creative Food Experiences for Children by Mary T. Goodwin and Gerry Pollen. Activities include making butter, buttermilk, and yogurt; exploring different kinds of milk and where milk comes from.

Dairy Council of Arizona, 2008 S. Hardy, Tempe, Arizona 85282 and 4625 E. Ft. Lowell, Tucson, Arizona 85712.

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COOKING WITH CHILDREN

Good attitudes about food depend on pleasant experiences with food. One of the best ways to provide pleasant experiences with food for young children is to provide cooking experiences.

Through cooking, children develop certain motor skills. In planning cooking experiences for young children, provide opportunities for them to develop the following skills:

1. Washes hands, equipment, and work space.
2. Washes food.
3. Tears, breaks, or snaps vegetables such as lettuce, green beans.
4. Pours.
5. Shakes and stirs.
6. Spreads soft food onto firm.
7. Peels food with fingers such as hard-boiled eggs, bananas.
8. Cracks raw eggs.
9. Serves food with a spoon.
10. Cuts soft food with a table knife such as hard-boiled eggs, cooked vegetables.
11. Peels with a vegetable peeler.
12. Grates cheese, vegetables.
13. Slices food with a sharp knife.

Summarized from Early Childhood Food and Nutrition Skills, NET Advisory Council, Arizona Department of Education.

Sharing ...

SHARING A PLEASANT MEALTIME WITH CHILDREN

Consider these ideas:

* Give the children a time to "quiet down" before mealtime.
* Provide child-sized dishes, silverware, table, and chairs.
* Serve child-sized servings. Large amounts of food can be overwhelming.
* Don't get too upset about spills. Have a sponge or towel handy for the children to wipe up for themselves.
* Show respect for children's changing appetites and tastes.
* Eat with the children and set an example of pleasant conversation.

IN THIS ISSUE...

* Egg Races
* Giving and Taking
* Three Little Cooks
* Yummy Meatballs

Sharing through visual arts . . .

1. FOOD AND FRIENDS GO TOGETHER

BACKGROUND

Gathering for a meal with friends or family is an important time for personal interaction. This activity is an opportunity for an open-ended discussion about that special time. In an open-ended discussion, you are not looking for right or wrong answers. Avoid questions that can be answered with a yes or no. Encourage all the children to share whatever thoughts they have about your subject. The suggested questions below also provide opportunities for problem solving and exploring feelings.

HOW TO PROCEED

Involve the children in an open-ended discussion about eating with friends. The following questions may help stimulate language.

What do you like most about lunch or snacktime?

Why do you like to sit beside a friend at the table?

What would you do if a new child came to your center and at lunchtime you saw that child eating all alone?

What would it feel like to sit all by yourself when you are eating?

We can help the children learn that meals are a friendly time by our own behavior. Do we sit with the children, talk and listen to them during lunch and snacktime?

These activities adapted from lessons in Nutrition in a Changing World - A Preschool Curriculum from Pennsylvania State University.

3. A SPECIAL MEAL

BACKGROUND

In this activity, each child will dictate a story to you about a "mealtime" picture he/she has drawn.

The story dictation is useful in helping a child become aware of written language. It allows a child to see that he can create a story that can be read. Write down the story exactly as it is told to you by the child. Resist the urge to correct grammar. Use story dictation frequently to create stories and books by the children.

WHAT YOU'LL NEED

Drawing paper
Crayons, markers, paints, or pencils

HOW TO PROCEED

Invite the children to create pictures of happy meals or snacktimes with their family or friends.

Explain to the children that you would like each one to tell you a special story about their picture, and that you will write the story on paper.

For those children who are having difficulty, try:

> Tell me about your picture.
> Who is in your picture? What are they doing?

If possible, write the stories beside or below the picture or on a separate paper which will be taped or glued to the picture.

Invite each child to read his/her story with you as soon as it has been written down.

When the dictated stories go home, encourage parents to save and read the story often with the child. Children seem to enjoy "reading" their own work.

More Sharing ...

THROUGH SNACKTIME ...

Oyster crackers and frozen orange juice in a cup.

Carrot muffins and milk.

Soft pretzels and grape juice.

Egg salad rolled in a lettuce leaf. *

Orange wedges and English muffins.

Ritz crackers and yellow cheese.

Bagels and apple cider.

Broken taco shells and refried beans.

Dried apricots and whole wheat toast.

* Suggested by Bureau of Nutrition Services, Arizona Department of Health Services

These snacks meet the minimum requirements for snacks set forth by the Child Care Food Program, U. S. Department of Agriculture.

THROUGH DRAMA ...

SHARING TOGETHER

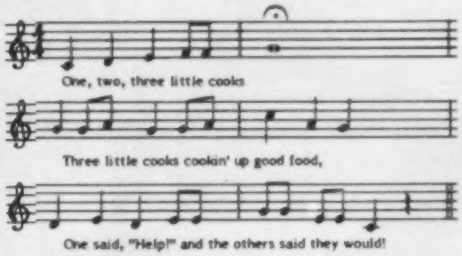
Share a bag of imaginary "things" such as fruit, vegetables from a garden, cookies, or small animals with the children. Discuss things that can be shared that no one can touch or taste such as ideas, smiles, voices, songs, art.

Invite the children to join you sitting in a circle on the floor. Ask the children to share with everyone or a neighbor the following:

a secret
a special sound
a special animal they like (by playing it out)
a special person they like (by playing like that person)
a special food they like (by pantomiming eating that food)
a special activity they like to do (by playing it out)

As these things are shared, encourage everyone to play out the ideas.

THROUGH MUSIC ...



SPEAK:

So the first cook held the jar,
The second cook brought the knife,
The third cook spread the peanut butter, and
Together the little cooks shared in making a
Treat for all!

Repeat the song then speak the following words:

"Thank you! Thank you!"
The third one said.
"Now we can make our
Peanut butter spread!"

THROUGH MOVEMENT ...

GIVING AND TAKING

Invite the children to sit in a circle.

"Let's think about good things to eat.
Who gives you food that is good to eat? (Mother, father, teacher, friend.)
These are people we love.
They give us food to help us grow strong and healthy.
When they do this, they are sharing with us."

Invite the children to talk about things they like to share with others. Sharing is something you do with someone special.

"Let's play a sharing game.
I'm going to give this (real or imaginary object) to (child's name).
She will take it from me, and give it to (next child's name).
He will take it from her, and give it to the child next to him.
When we give and take from each other, we are sharing.
We will share this (object) all around our circle.

When the object has been shared all around the circle, share other things. Share a wink, a smile, a giggle, a hug . . . all around the circle.

2. EGG RACES

BACKGROUND

This activity allows the children to first play together with their friends, and then work together with their friends in a cooking activity.

The game is non-competitive.

Laughing and sharing good times is such an important part of friendship. Eating together after a good game is a special way of sharing. There is so much to discuss - the eggs, the race, the humor.

WHAT YOU'LL NEED

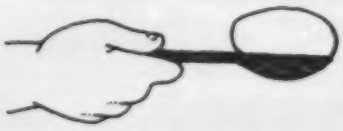
One hard-boiled egg for each child
Mayonnaise - about 1 Tablespoon for each child*
Celery, finely chopped - about 1 Tablespoon for each child* (optional)
Crackers
One spoon for each child
One small bowl for each child

*Hint: there are 8 Tablespoons in ½ cup.

HOW TO PROCEED

Establish a starting line and finish line. The finish line may be a table or bench where you have placed a small bowl for each child.

Give each child a spoon and a hard-boiled egg.



The object of the race is for each child to carry an egg in a spoon to the finish line and place the egg in a bowl.

The game should be non-competitive. Everyone who reaches the finish line is a 'winner'. Dropped eggs should simply be picked up again.

After the race, the children may make individual egg salads with their eggs.

The children should peel their eggs and chop them with table knives. Then, let each child spoon in a little mayonnaise and chopped celery and mix the salad.

Spread the egg salad on crisp crackers. Enjoy the snack and each other's company!

DEAR PARENT,

I like it when you share your sandwich with me.

I like it when you ask me about my day during supper.

I like it when you laugh at my jokes.

I like you!!

Your child can help you make the meatballs in this easy recipe.

RECIPE:

YUMMY MEATBALLS

1 pound ground beef
1 egg
½ cup bread crumbs
salt and pepper

1 8-oz. can jellied cranberry sauce
1 15-oz. can tomato sauce

Mix ground beef, egg, and bread crumbs together. Season with salt and pepper. Form into meatballs. Brown meatballs in a large skillet over medium heat. Add cranberry sauce and stir until it melts. Add tomato sauce. Cover and cook over low heat for 30 minutes. Serve with rice, noodles, or potatoes. Serves 4.

WHERE TO FIND MORE...

These resources are located in the Nutrition Education Regional Resource Centers. For more information on these Resource Centers, Contact the Arizona Department of Education at 255-3362 or toll free at 1-800-352-4558.

Creative Food Experiences for Children by Mary T. Goodwin and Gerry Pollen.
Guidelines for making classroom cooking easy and educational.

Kids are Natural Cooks by Parent's Nursery School.
The whys and hows of cooking with young children.

Nutrition in a Changing World - A Preschool Curriculum from Pennsylvania State University. Lessons that teach eating together is fun.

CREDITS

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NUTRITION AND THE ARTS was produced through the Tucson Association for Child Care, Inc.

NUTRITION AND THE ARTS

Arizona Nutrition Education & Training net PROGRAM
Arizona Department of Education
Carolyn Warner, Superintendent
Dr. Jim Hartgraves, Deputy Superintendent
Dr. Ray Ryan, Deputy Superintendent
April 1983

Exploring ...

LET'S LISTEN TO LUNCH!

Food can be explored with every one of the senses . . .

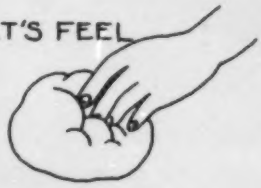
Cold lemonade
A dill pickle
Peanut butter and banana

Pomegranite seeds
An egg, inside and out
A twisted pretzel

A ripe cantaloupe
Mustard and catsup
Warm cinnamon applesauce

Popcorn popping
Milk pouring on crispy rice cereal
Water flowing from a faucet

LET'S FEEL



Honey on our fingers
A stalk of celery
Yeast bread dough

LEARNING THROUGH PLAY

"Much of the knowledge children absorb is best acquired by exploration in the real world where they may freely, actively construct their vision of reality, rather than be passively instructed about it . . ."
Edward Chittenden

"To know an object, to know an event, is not simply to look at it and make a mental copy or image of it. To know is to act upon it . . ."
Jean Piaget

Play is the very essence of childhood. It is the vehicle though which children grow. Through play the child explores the world around her as well as the adult world of which she will be a part one day.

Play is the process through which the child develops her concepts, sorts out her ideas, establishes her relationships to her peers, her family, and the world.

Children must choose what fits them. They must move, explore, touch, smell, taste, observe, try out, fit on, discard.

"What did the children do today?"

"They PLAYED!"

IN THIS ISSUE...

* Sock Secrets
* I Have a Hunch the Food Will Go Crunch
* Take a Little Walk
* Fruit Crisp

Exploring through visual arts ...

WHAT DOES YOUR TONGUE TELL YOU?

WHAT YOU'LL NEED

* Blindfold Kerchief
* Samples of foods with different flavors. We suggest:

apple, banana, raisins, dates	salted sunflower seeds or peanuts	raw potato, white bread	bitter chocolate, grapefruit	lemon, dill pickle

BACKGROUND

Children will explore the taste of foods in this activity. They will begin to develop a vocabulary for describing the taste of food.

NOTE: Always be aware of children's food allergies before doing this or any activity involving tasting food.

HOW TO PROCEED

* While blindfolded, each child may experience a "taste" on one of the above foods. Help the child to express the taste of the food by questioning.

  "What does your tongue tell you?
  Does this food taste sweet?
  Does this food taste sour?
  What food is this?"

* The child may also experience "seeing" the food while tasting it.

EXTENSIONS

* What does your tongue tell you about how food feels?

  What foods feel lumpy to your tongue? (oatmeal, crunchy peanut butter)
  What foods feel smooth to your tongue? (applesauce, mashed potatoes, custard)
  What foods feel crunchy to your tongue? (raw carrots, celery, crackers, popcorn)

* What does your tongue tell you about the temperature of food?

  What foods feel hot to your tongue? (soup, hot chocolate)
  What foods feel cold to your tongue? (cold juice, ice cream, cold watermelon)

* What does your tongue tell you about thick and thin foods?
  (oatmeal, mashed potatoes, pudding, milkshake, milk, grape juice, fruit nectars)

SOCK SECRETS

BACKGROUND

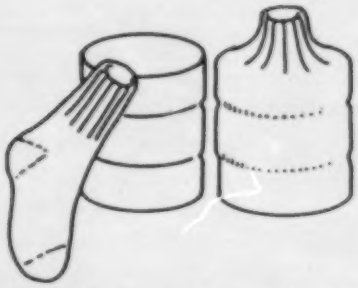
The "feel" and texture of foods is explored in this activity. This children will play a game in which they feel a food hidden in a Sock Secret Can. Introduce the word "texture" and use it often. Encourage the children to describe how things feel - bumpy, soft, fuzzy, rough, hard, smooth.

WHAT YOU'LL NEED

4-6 one pound coffee cans

4-6 adult socks

Two each of foods with interesting textures such as unshelled nuts, orange, apple, avocado, hard-cooked egg, uncooked beans and rice, or other foods you have on hand.



HOW TO PROCEED

To make a Sock Secret Can, simply slip an adult sock onto a one pound coffee can. Pull the top of the sock about four inches above the top of the can. You may cut off the toe of the sock at the bottom of the can and glue the cut edge for a smooth surface.

For each pair of interesting textured foods, put one in a Sock Secret Can and one out on the table for the children to see.

Encourage the children to explore all the foods on the table and to talk about how the foods feel.

Introduce the Sock Secret Cans.

> "Each of these Sock Cans has a secret inside! Inside each can is a food just like one of the foods on the table. We are going to play a game with these Sock Secret Cans. We will reach inside the can and feel what is there, but we will not be able to see what is there. We will try to guess what is in the can by feeling it."

The game may be played two ways.

> One child at a time may reach into a Sock Secret Can and try to match what he feels with the same food on the table.
>
> One child at a time may reach into a Sock Secret Can and describe to the other children the "texture" she feels. The other children may guess what food is in the can from her description.

EXTENSIONS

Use the Sock Secret Cans often in the classroom to explore things with interesting textures.

Talk about things we wear that feel soft, bumpy, or hard. "Who's wearing something that feels different?" Make a scrap fabric collage. Cut a variety of shapes and sizes of fabrics such as corduroy, dotted swiss, cotton, flannel, or knit. Make a picture or design by gluing the fabric pieces to heavy paper or cardboard. Encourage children to feel their "texture collage."

Talk about things around the room that feel different - brick wall, the linoleum floor, a soft blanket, a spongy ball. Using newsprint or typewriter paper, see what a brick wall will show when you crayon over it! How many textures can you find inside the room? How about outside the room - the sidewalk, tree bark, leaves.

Hang all your beautiful texture pictures in your art gallery corner!

More Exploring ...

THROUGH SNACKTIME ...

Strawberries and milk.

Crunchy celery stuffed with peanut butter*

Banana slices in cottage cheese.

Apple juice and bran muffins.

Orange sections and graham crackers.
(Serve after the "Take a Little Walk" activity on page 4)

Bread sticks and grape juice.

* Suggested by Bureau of Nutrition Services, Arizona Department of Health Services

These snacks meet the minimum requirements for snacks set forth by the Child Care Food Program, U. S. Department of Agriculture.

THROUGH MOVEMENT ...

LEMONS

Bring a lemon to share with the children for this movement activity.

Let's look at a lemon. What color do you see?

Let's feel the lemon. How does it feel?

Scratch the lemon peel with your fingernail to intensify the smell.

Smell the lemon. How does it smell?

Cut the lemon into small pieces for tasting.

Taste the lemon. How does it taste?
What does your mouth do when you taste a lemon?

Find a space of your own in the room.
Move your mouth the way it feels when you taste a lemon.

Let your whole face show the feel of tasting a lemon.

Let your whole body show the feel of tasting a lemon.

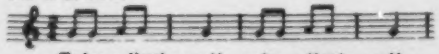
THROUGH MUSIC ...

TAKE A LITTLE WALK

Prepare four covered containers like this: #1 - one orange cut in quarters
#2 - one whole orange (you might use a paper bag, closed at the top)
#3 - one orange cut in half
#4 - sections of orange (enough for each child)

Place the four containers around the room.

As you beat the rhythm on a drum, sing "Take A Little Walk" a few times with the children.



Take a little walk, take a little walk.

When the drum stops, you STOP!

"We are going to take a little walk around the room and discover some wonderful surprises. We will all sing this song, but when the drum stops, everyone must stop walking."

Invite the children to form a line and follow you around the room. Weave a path around the room, stopping at each of the containers. At #1, slightly open the container so the children can smell. "What do you smell?" At #2, open the bag enough for the children to feel, but not see. "How does that feel? Is it lumpy, smooth?" At #3, "What do you see?" Talk about the shape and color of the orange. At #4, offer a taste of orange to each child. "How does the orange taste? Is it sweet, sour? Hot, cold?"

THROUGH DRAMA ...

MY FAVORITE THINGS

I would like to share with you my favorite things to smell. Maybe you will share some of your favorite things to smell with all of us.

My favorite thing to smell is something that grows in my yard. I have red ones, yellow ones, pink ones, white ones. It is a rose. (Pretend to share the rose.) I would like for you to enjoy it too. Smell it, feel it. How does it smell? Feel? Let's see what it would be like to be a rose in a beautiful garden. (Encourage children to become roses along with you.) A soft wind is blowing the roses. Are you red, yellow, pink, or white? You are very lovely.

Now will someone else share with us their favorite thing to smell? (As things are suggested, have children join you in make believe play with the favorite things. Examples: helping parent as supper is cooking, putting on perfume or lotion, enjoying fresh air after a rain. Another time, play with favorite things to taste, touch, see, and hear.)

I like the way you have shared some of your favorite things with us. It's fun to share some of the thing stored in our heads. They are special!

I HAVE A HUNCH THE FOOD WILL GO CRUNCH

WHAT YOU'LL NEED

* A taste of at least three crunchy foods and three quiet foods for each child. Choose from the following list.

Crunchy	Quiet
celery	banana
carrot	grapes
crackers	orange
apple	cheese
cauliflower	bread

* Paring knife

* Napkins or bowls for each child

BACKGROUND

The sounds and "mouth-feel" of foods are explored in this activity.

NOTE: Always be aware of children's food allergies before doing this or any activity involving the tasting of food.

HOW TO PROCEED

* Wash the fruits and vegetables. Cut all foods into bite-sized pieces.

* Pass a piece of one of the foods to each child. Encourage the group to anticipate the sound the food will make.

"Is this food crunchy?
Is this food quiet?
What is this food?
Let's all take a bite of __(celery)__ and listen very carefully for the sound."

* Repeat this discussion for the other foods.

* When all the foods have been tasted, ask the children to remember the sounds of the foods they have tasted.

"I will say the name of a food we have listened to today.
If the food is a crunchy or noisy food, please clap your hands like this.
If the food is a quite food, please sit on your hands like this.
I have a hunch the food will go crunch. The food is __(celery)__."

DEAR PARENT,

I like it when you let me explore my world without protecting me too much.

I like it when you let me smell the spices in your kitchen cabinet.

I like it when you let me fingerpaint without worrying about a mess.

I like you alot!

This special treat is a delight for the senses.

RECIPE:

FRUIT CRISP

1 cup oats
1/3 cup nonfat dry milk
¼ cup flour
½ cup brown sugar
1 teaspoon cinnamon
½ cup margarine, softened

6 cups sliced fruit such as apples, peaches, apricots, plums, or pears

Mix first 6 ingredients together until blended. Arrange fruit in a baking dish. Sprinkle topping evenly over the fruit. Bake at 350 degrees for 30 minutes. Serves 6-8.

Your child can help mix, arrange fruit, and sprinkle with your guidance and support.

WHERE TO FIND MORE...

These resources are located in the Nutrition Education Regional Resource Centers. For more information on these Resource Centers, Contact the Arizona Department of Education at 255-3362 or toll free at 1-800-352-4558.

Nutrition in a Changing World - A Curriculum for Preschool from Pennsylvania State University.
Numerous lessons that explore all the senses.

Creative Food Experiences for Children by Mary T. Goodwin and Gerry Pollen.
Excited activities to develop the senses.

Check your local library for excellent children's stories such as these.

Touch Will Tell, Walk With Your Eyes, Listen to a Shape - Marcia Brown, Watts, 1979.

Look at Your Eyes, Follow Your Nose - Paul Showers, Thos. Y. Crowell Co., 1962.

Finding Out With Your Senses - Seymour Simon, McGraw-Hill, 1971.

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Creating ...

GREAT GRAINS!

Grains are the seeds of grasses that are cultivated for food. We may eat them

whole, like brown rice;

refined in some way, like white rice or rolled oats;

processed into cereal, like corn flakes; or

ground into flour, like whole wheat flour.

Grains are part of a group of foods that is receiving much attention as an important part of our diet. This group of foods provides us with many vitamins and minerals, a fair amount of protein, and fiber, especially when not highly refined. As an added bonus, the foods are low in calories.

What is this wonderful group of foods?

We call it "complex carbohydrates." The group also includes foods such as potatoes, corn, and beans.

You've probably known about this group for years - as "starchy foods!" Well, the good news is in - they are nutritious, as well as delicious.

Please remember though, it is the fats we add to these foods that add the calories. Limit your use of butter, margarine, oil, shortening, sour cream, and the like.

HELPING CHILDREN CREATE

For the young child, creating art is a special way to express feelings or ideas about the world.

You can help the child express herself creatively in these ways:

1. Provide many sensory experiences -
   Tasting, touching, smelling, hearing, and seeing help the child understand the world around him.

2. Provide simple materials -
   Let the child freely use materials such as play dough, clay, finger paints, large brushes for tempera painting, large crayons, colored paper and dull-edged scissors without your interference.

3. Avoid "showing how" -
   The child may be discouraged because she cannot do something as well as you.

4. Remember process, not product -
   Help parents understand that your art experiences are truly child-centered.

IN THIS ISSUE...

* Personality Pretzels
* Same and Different Sounds
* Pretzels and Spaghetti
* Toast Toppers

BACKGROUND

These activities will allow the children to become acquainted with a variety of grains and grain products. The activities are exciting sensory experiences for the children with tasting, feeling, smelling, and creating their own pretzel shapes from yeast dough. The opportunities for language development are endless.

1. TOUCH AND TASTE

WHAT YOU'LL NEED

Bowls and spoons

A flour sifter

A selection of flours (see activity for suggestions)

A selection of wheat cereals (see activity for suggestions)

A selection of breads (see activity for suggestions)

HOW TO PROCEED

As an introduction to the many varieties of grains and grain products, the following experiences are suggested. Use any or all of them.

FLOUR	Bring in a selection of flours such as white, whole wheat, graham, rye, cornmeal, soy, rice. Let the children touch, taste, smell, sift, and mix the flours as you compare and discuss them.
CEREAL	Bring in a selection of cereals made from wheat such as shredded wheat, wheat flakes, puffed wheat, cream of wheat. Let the children feel and taste each one. Compare the textures, colors, and flavors.
BREAD	Bring in a selection of breads such as white, whole wheat, rye, black, raisin, bagel, English muffin, sourdough. Cut them into bite-sized pieces so the children can taste several. Compare the colors, flavors, textures, and smells of the breads. Which is your favorite?

3. PASTA PARTY

WHAT YOU'LL NEED

A selection of pastas in various shapes and sizes. Choose from spaghetti, vermicelli, macaroni in different sizes, noodles in different sizes, shells, spirals, wheels, orzo, little stars. Have one ounce for each person.

A large pot or saucepan.

A strainer or colander.

Tomato sauce or spaghetti sauce.
Have two ounces for each person.

HOW TO PROCEED

Put the different kinds of pastas on individual paper plates. Invite the children to talk about the different shapes. Let the children feel the pastas and talk about how dry and hard the uncooked pasta is. Discuss what will happen when the pasta is cooked.

Fill a large pot with water and bring it to a boil.

Add the different kinds of pastas slowly so the water does not stop boiling. Add the larger, thicker pastas first and the smaller, thinner pastas next.

Boil rapidly until the pastas are tender.

Drain the pasta into a colander.

Serve the pasta in individual bowls with heated tomato sauce or spaghetti sauce.

Talk about how the pastas changed after cooking.

Enjoy eating the many shapes!

EXTENSIONS

Invite a parent in to make homemade pasta with the children.

Try spinach or whole wheat pasta.

More Creating ...

THROUGH SNACKTIME ...

Bran muffin with apple juice.

Bagels and pineapple juice.

Macaroni salad and orange slices.

Whole wheat roll with butter and melon slices.

Dry whole grain cereal with milk.

Banana bread and milk.

Cornbread with butter and orange juice.

Biscuits and apple sauce.

Warm flour tortillas and refried beans.

These snacks meet the minimum requirements for snacks set forth by Child Care Food Programs, U.S. Department of Agriculture.

THROUGH DRAMA ...

POPPING CORN

If possible, pop some popcorn for the children so they can see and hear what happens.

Invite the children to pretend to be kernels of popcorn as you narrate a story about popping corn. As kernels of popcorn, the children should make themselves very small. Your story about popping corn may sound something like this:

The kernels of corn are slowly rolling around in the hot oil in the pan. As the oil gets hotter and hotter, the kernels get ready to explode. Oh! One kernel explodes. There goes another one! Lots of kernels are popping now!

Comment on and praise all the interesting shapes of popped corn the children create.

After all the children have popped, pretend to pour sticky caramel syrup over the corn. Encourage the popped corn to get stuck together in different shapes. As you pretend to stir in caramel syrup, the children may change shapes - some can become balls or just attach themselves to each other making imaginative shapes.

THROUGH MOVEMENT ...

PRETZELS AND SPAGHETTI

What does a pretzel look like?
Put your face into the shape of a pretzel.
Squish your face all around.
Move your eyes, mouth, cheeks, and tongue.

Pretzels are twisted.
Twist your body around one way and then the other.
Try lots of ways to twist.

If you are standing, lie down on the floor and twist.
You can find new ways to twist on the floor.

Find one way to twist that you like and freeze your body in that position.
Let's look around and see all the twisted pretzel shapes we have made.

What does spaghetti look like before it is cooked?
Make your body long and hard and skinny like uncooked spaghetti.
Move around with your body long and hard and skinny like uncooked spaghetti.

What does spaghetti look like when we cook it?
Move your body like cooked spaghetti.
Move around the room with your body like cooked spaghetti.

THROUGH MUSIC ...

SAME AND DIFFERENT SOUNDS

Prepare 6 sound cylinders. Large plastic pill bottles are good for this.

Make 2 half full of oats for a soft sound.

Make 2 half full of rice for a medium loud sound.

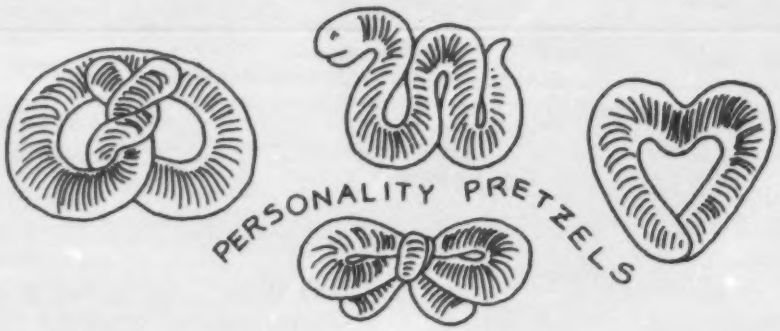
Make 2 half full of popcorn for a loud sound.

Cover the outside of the containers with paper so the children cannot see inside and put the lids on securely.

Place the sound cylinders on a table for individual children or groups of children to use. Children can listen as they shake the cylinders, then match which two are the same. Shake one and try all the others until the same sound is found. Then shake another one and so on.

After the children have matched up the sounds, invite them to open the cylinders and talk about the grains inside.

As a follow-up activity, serve small tastes of the cooked grains to the children and invite them to match the cooked grains with the uncooked grains.



2. PERSONALITY PRETZELS

WHAT YOU'LL NEED

Large mixing bowl

Spoon

Large baking sheet

Ingredients for eight pretzels:

- 2 cups flour
- 1 package dry yeast
- 3/4 cup warm water
- ½ teaspoon salt
- 1 teaspoon sugar
- 2 Tablespoons milk or water
- Optional decorations: poppy seeds or sesame seeds

HOW TO PROCEED

This recipe for fat, chewy, funny pretzels can be made into any shape. Encourage the children to invent their own shapes - letters, numbers, names, flowers, geometric shapes, stylized funny figures and more!

1. Preheat oven to 425°.
2. Dissolve yeast in warm water in a large mixing bowl.
3. Add flour, salt, and sugar and mix well.
4. Turn the dough out onto a floured surface and knead for about 10 minutes or until smooth, adding more flour if needed.
5. Divide the dough into 8 equal pieces. Roll each piece of dough into a rope. This is most easily done by placing both palms on the dough and rolling back and forth on the floured surface until the rope is about 12 inches long.
6. Form the ropes into pretzels or other shapes.
7. Place the pretzels on a greased baking sheet. Cover with plastic wrap or a damp kitchen towel and let rise in a warm place about 30 minutes.
8. Brush the pretzels with the milk or water and sprinkle with seeds if desired.
9. Bake the pretzels for 15 minutes or until golden brown.

DEAR PARENT,

I feel great when we make bread together.

I feel great when you let me pour my own cereal.

I feel great when you let me make a special birthday card for someone.

I'm really growing up!

_____

RECIPE:

TOAST TOPPERS

Cottage cheese and shredded apple sprinkled with cinnamon sugar and broiled until bubbly.

Peach slices sprinkled with a mixture of chopped nuts, cinnamon and brown sugar.

Peanut butter mixed with mashed bananas and raisins.

A slice of ripe, red tomato covered with yellow cheese and broiled until cheese melts.

Peanut butter topped with a slice of pineapple.

WHERE TO FIND MORE...

These resources are located in the Nutrition Education Regional Resource Centers. For more information on these Resource Centers, Contact the Arizona Department of Education at 255-3362 or toll free at 1-800-352-4558.

Creative Food Experiences for Children by Mary T. Goodwin and Gerry Pollen. Activities include growing wheat; making cereal, bread; grinding flour; exploring and celebrating grains of all kinds.

Food for Little People by Berkeley Department of Public Health.
"Bread Sculpture" - an experience with yeast dough.

Nutrition in a Changing World - A Preschool Curriculum by Pennsylvania State University. Lessons following the path of wheat to bread.

Kids Are Natural Cooks by Parent's Nursery School.
Several recipes for whole-grain baking.

Laurel's Kitchen by L. Robertson, C. Flinders, B. Godfrey.
An excellent vegetarian cookbook with recipes for whole grains.

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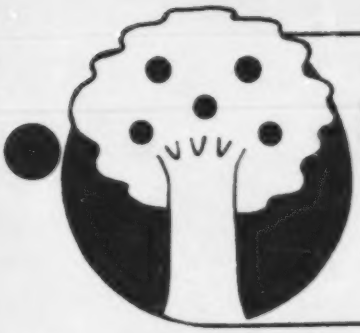

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Beginning . . .

FINE BEGININGS

How amazing to watch -

An infant's wonder as he discovers his own fingers;

A toddler's fascination as she follows an ant trail;

A three year old's desire to "know" (and her hundreds of questions);

A four year old's curiosity with how things "work";

A five year old's persistance in completing a special project.

WONDER, FASCINATION, DESIRE, CURIOSITY, PERSISTENCE

Children have these qualities naturally.

We can help children maintain these fine beginnings:

Join in their wonder - share the excitement.

Share their fascination - tell them the things you really like.

Listen to and answer their questions - and ask many yourself. Provide things and places to explore - encourage curiosity every day.

Appreciate their efforts and creations - display them everywhere!

BEGINNING WITH BREAKFAST

Preschoolers often have diets low in iron. The cereals and grain products eaten at breakfast are good sources of iron, but the iron is not readily absorbed. Rembember, the available iron in these non-meat foods can be increased by up to 50% by eating a vitamin C rich food at the same time. Try these sources of vitamin C at breakfast.

* Strawberries
* Citrus fruits and juices
* Melons
* Tomatoes and green peppers
* Apple, pineapple, and grape juices with added vitamin C.

Encourage nontraditional as well as traditional breakfasts for your whole family

* Hot soup and muffins
* Toasted cheese sandwich
* Scrambled egg burrito
* Oatmeal a la mode
* Pancakes with applesauce
* Peanut butter and banana on toast
* Rice pudding with raisins

These suggestions may not meet the Child Care Food Progam requirements for breakfast.

IN THIS ISSUE...

* The Crotchety Old Crickety Crack
* Beautiful Breakfasts - Dough Will Do It
* Morning Circles
* Joan's Summer Oatmeal

The CROTCHETY OLD CRICKETY CRACK

WHAT YOU'LL NEED

A cardboard box of any size.

BACKGROUND

This musical story tells about the CROTCHETY OLD CRICKETY CRACK and how he discovered that breakfast could be beautiful and delicious. The story also encourages the children's participation by naming foods of many colors.

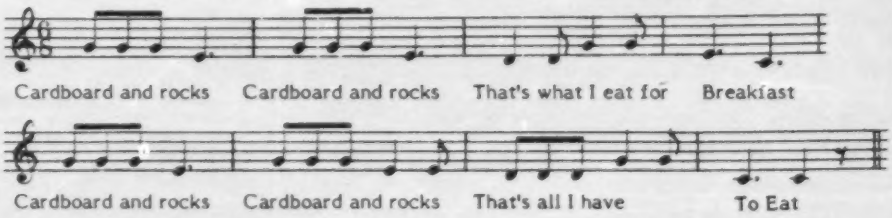
WARM-UP

"Today we have a story about a CROCHETY OLD CRICKETY CRACK who lives in a cardboard box just like this one." Invite children to look inside the box. "What do you think it would be like to live in a box like this?"

HOW TO PROCEED

Once upon a time there was a CROTCHETY OLD CRICKETY CRACK who lived in a cardboard box. The CROTCHETY OLD CRICKETY CRACK really knew nothing about breakfast. Every morning, he just ate cardboard and rocks, which are very tasteless indeed. Cardboard and rocks for breakfast is no way to begin the day.

The CROTCHETY OLD CRICKETY CRACK would sing in a very crotchety voice,


Cardboard and rocks Cardboard and rocks That's what I eat for Breakfast
Cardboard and rocks Cardboard and rocks That's all I have To Eat

Living in an old gray cardboard box all the time is very boring, as you can imagine. So one morning, after his cardboard and rocks, the CROTCHETY OLD CRICKETY CRACK went walking. On his walk, he came upon a children's center that was near his box.

The center was an exciting place to watch.

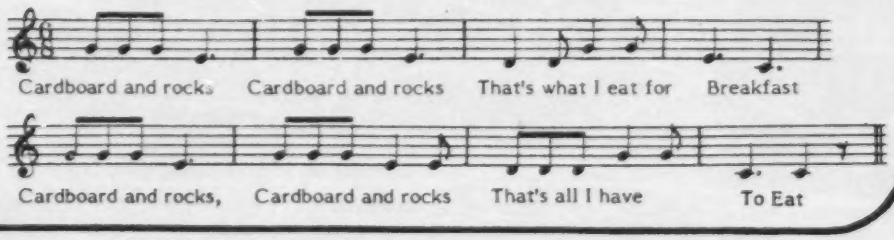
Some children were playing hide and seek in the yard.

Some children were listening to a story in the corner.

But, best of all, some children were at a table making beautiful pictures with paints.

Before long, the CROTCHETY OLD CRICKETY CRACK was returning to center everyday where he was invited to paint with the children.

One morning, his growling tummy woke him up earlier than usual. He jumped up, gulped down his cardboard and rocks, and hurried off to the center singing.


Cardboard and rocks Cardboard and rocks That's what I eat for Breakfast
Cardboard and rocks, Cardboard and rocks That's all I have To Eat

WHAT COMES FIRST?

-- Choral Speaking Fun

ADULT: I wake up in the morning, ____ I wiggle out of bed. ____

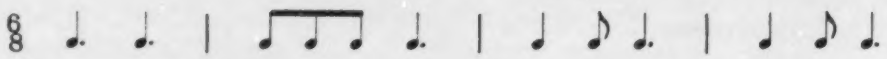
Think I'll play with all my toys, and what do I hear in my head?

CHILD: (very soft) Plink! Plank! Whittle-dee-whurst! Breakfast time must come first!

ADULT: I run right to the T.V., ____ through my tummy should be fed. ____

The cartoons are on and I love them, ____ but what do I hear in my head?

CHILD: (louder) Plink! Plank! Whittle-dee-whurst! Breakfast time must come first!



ADULT: All night my tummy's been empty, ____ It hasn't had meat or bread. ___

But sometimes I'm very forgetful, ___ Then what do I hear in my head?

CHILD: (VERY LOUD) Plink! Plank! Whittle-dee-whurst! Breakfast time must come first!

The underlined words indicate rhythmic pulse of the chant.

More Beginning . . .

THROUGH SNACKTIME . . .

Try these colorful snacks -

Red	Tomato juice and cubes of jack cheese*
Yellow	Egg salad on triscuit crackers*
Green	Green pepper strips and cottage cheese
White	Banana slices in milk*
Purple	Purple plums and cinnamon toast
Brown	Peanut butter on graham crackers
Orange	Apricot halves and sesame crackers
Blue	Blueberry muffins and pineapple juice

* Suggested by Bureau of Nutrition Services, Arizona Department of Health Services

These snacks meet the minimum requirements for snacks set forth by the Child Care Food Program, U. S. Department of Agriculture.

THROUGH VISUAL ART . . .

BEAUTIFUL BREAKFASTS - DOUGH WILL DO IT

Make a dough by mixing in a bowl:

2 cups flour
2 cups salt
½ cup (or more) hot water
1 tablespoon powdered alum

Add:

1 teaspoon cooking oil
food coloring to make:

red orange
yellow green
blue brown
purple white

Invite children to select a beautiful breakfast from cutout pictures of food. Discuss how their foods look - "What color are scrambled eggs? What shape are they? Do you think we could make eggs with this special dough?" Encourage children to model the dough in shapes of their chosen breakfast foods. Work on waxed paper. When the "foods" are finished, put them on individual paper plates. Discuss the foods on the 'beautiful breakfast' plates. Place mats and name cards could also add to a nice display of these "beautiful breakfasts."

NOTE: These "creations" will dry after several days. Or, you can hurry up the drying by putting them in a 250 degree oven for about three hours.

THROUGH DRAMA . . .

BEGINNING THE DAY

With everyone sitting in a circle, discuss with the children the many ways they may feel when they wake up in the morning - excited, happy, sad, grumpy. Ask the children about the things they do in the morning after they wake up.

Invite the children to pretend they are in their own houses, asleep in their own beds. Explain that you will tell a story about waking up in the morning feeling a certain way such as cranky. Invite each child to "play out" the story as you tell it.

Your story may sound something like this: You are fast asleep in your own bed. Slowly the sun comes up and shines on you while you are sleeping. You begin to wake up in a very cranky mood. Perhaps you didn't sleep well or had a bad dream. Very slowly you get out of bed and get dressed (in a cranky manner). Since no one else in the house is up, you go to the kitchen and fix yourself something to eat for breakfast. Then you eat your breakfast in a very cranky way.

Retell the story several times using different moods. After each telling, ask the children how they felt, what they ate for breakfast in the story, why they woke up feeling the way they did.

You may want to close by discussing the ideal way to wake up, eat breakfast, and begin a wonderful day.

THROUGH MOVEMENT . . .

MORNING CIRCLES

By beginning each day with breakfast and physical movement, we keep our bodies healthy!

Let's all join hands, form a circle, and sit down, just as though we are sitting around that big yellow sun that is up in the sky. The sun is round. We call that shape a circle.

Let's make circles with our heads. Make a great big circle with your head. Now move your head the other way in a circle.

Next, move your arms around in a big circle. Move them around the other way.

Move your elbows, wrists, hands around in a circle. Try difference ways to move them around.

Lie on your back now and let one of your legs move around and around in circles. Now move your other leg. Just let your ankle and foot go around in circles. One side at a time.

Let's join hands and make one big circle. Let's move our big circle around to the left. (Teacher says walking, walking, walking as the children walk around together.) Now let's go to the right. Walking, walking, walking.

Making circles is a fun way to awaken our bodies. Let's bring our big circle in close and sit down.

What other things do you do in the morning to begin your day?

All he could think about was hurrying to the center to paint with the children. But his growling tummy continued to remind him how hungry he really was. Because he got to the center so early, some children were still eating their breakfast around the table where he usually painted.

The colors of the breakfast foods were so beautiful (unlike cardboard and rocks), that the CROTCHETY OLD CRICKETY CRACK thought the foods were new paints for him to use. He saw . . .

Red Yellow Green White Purple Brown Orange Blue

"What a beautiful picture I can make with these paints!" the CROTCHETY OLD CRICKETY CRACK said. He was so eager to paint, he grabbed the foods right off the table. But the CROTCHETY OLD CRICKETY CRACK fumbled and jumbled, and the breakfast foods landed all over him.

"Hey! Those aren't paints," a child said to him. "That's my breakfast!"

The CROTCHETY OLD CRICKETY CRACK was very surprised. "Do you eat these beautiful colors?" he asked.

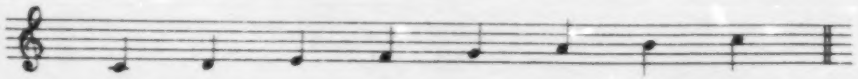
"I sure do. Or, at least I was going to until you spilled them all." And he added thoughtfully, "Here let me help you clean up."

The child and the CROTCHETY OLD CRICKETY CRACK cleaned up all the spilled breakfast foods. Then the child asked the CROTCHETY OLD CRICKETY CRACK if he would like to taste the breakfast foods.

"Do they taste as good as they look?" asked the CROTCHETY OLD CRICKETY CRACK.

"Oh, I think they do!" said the child. "Try for yourself."

So, for the very first time, the CROTCHETY OLD CRICKETY CRACK tasted foods that were. . .



Red Yellow Green White Purple Brown Orange Blue

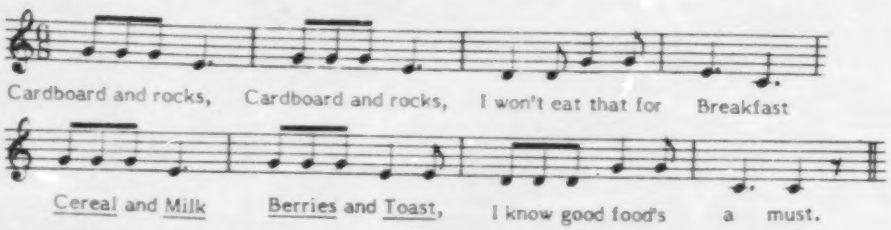
He tasted . . . (invite children to name foods of each color.)

Red (Strawberries,. . .) Yellow (cheese, . . .) Green (Zucchini,. . .) White (milk,. . .)
Purple (plums,. . .) Brown (bread,. . .) Orange (peaches,. . .) Blue (Blueberries,. . .)

The CROTCHETY OLD CRICKETY CRACK loved the tastes as much as he loved the colors of breakfast.

What a beautiful day he had with the children. For the first time, his tummy was not growling and complaining.

After his day at the children's center, he was still so full of energy, he skipped merrily home singing,



Cardboard and rocks, Cardboard and rocks, I won't eat that for Breakfast

Cereal and Milk Berries and Toast, I know good food's a must.

(Invite children to fill in the blanks, creating their own verses showing other breakfast foods.)

Tortillas and beans, cheese and fruit, I know good food's a must.

Biscuits and eggs, milk and juice, . . .

DEAR PARENT,

I like it when you stretch real tall with me first thing in the morning.

I like it when we eat breakfast together and talk.

I like it when you play music especially for me.

You're my best friend.

_____

RECIPE:

JOAN's SUMMER OATMEAL

1 cup rolled oats
1½ cups apple sauce
1 diced apple
1 cup milk
Raisins and/or chopped nuts
Maple syrup of honey

Mix the oats, applesauce, apple, and milk in a bowl. Chill overnight. Before serving, sprinkle with nuts or raisins. Taste before adding any sweetener. It may be sweet enough!
Makes 4 servings.

WHERE TO FIND MORE...

These resources are located in the Nutrition Education Regional Resource Centers. For more information on these Resource Centers, Contact the Arizona Department of Education at 255-3362 or toll free at 1-800-352-4558.

Creative Food Experiences for Children
by Mary T. Goodwin and Gerry Pollen

The food rainbow - an activity exploring the colors of food.

How to Help Your Child Eat Right by A. K. Hatfi d and P. S. Stanton

Favorite breakfast menus and recipes for children.

Food - A Publication on Food and Nutrition by U. S. Department of Agriculture

Suggestions and recipes for nutritious, easy breakfasts.

CREDITS

Coordinator	Kathleen Johnson, M.S.,R.D.
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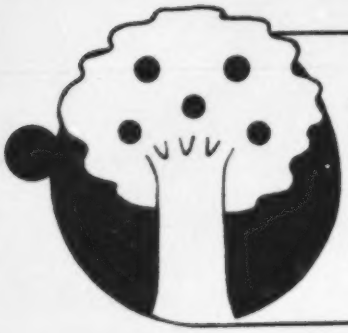


NUTRITION AND THE ARTS

Arizona Nutrition Education & Training net PROGRAM
Arizona Department of Education
Carolyn Warner, Superintendent
Dr. Jim Hartgraves, Deputy Superintendent
Dr. Ray Ryan, Deputy Superintendent
April 1983

Changing ...

THE DAY BEFORE YOU COOK

A cooking experience with young children should be planned carefully. In fact, take time the day before you are going to cook to "get ready" for the foods experience.

Use this special time with the children to:

* Become familiar with all the ingredients - Encourage the children to touch, taste, smell. They may want to explore ingredients like baking powder and margarine. Let them!
* Become familiar with the equipment you will use - The children should be introduced to the proper names of the equipment.
* Learn what the steps of the recipe are - Practice stirring, mixing, chopping. Just pretend!
* Talk about what the children will do - How will they help cook and clean up together? Stress cooperation.
* What rules are needed for safety - Sharp edges, electrical outlets, hot mixtures require special care!

Now that you and the children know what to expect, be prepared for their enthusiasm and discussion on the day you cook together.

DEVELOPING SKILLS

Preschool children are ever changing. They are learning and developing new skills at an amazing rate. In an early childhood program, nutrition and arts activities may be used to help children develop skills in three important areas.

Psychomotor - Developing eye-hand coordination - stirring, kneading, spreading. Discovering spatial relationships - finding a space of your own for a movement activity. Developing rhythm through simple music activities.

Cognitive - Increasing language skills - continuously discussing tastes, smells, colors, and textures of new and familiar foods. Practicing sequencing skills - playing out the events of a story.

Affective - Developing a curiosity and interest in food through active involvement in well-planned activities. Learning to share and cooperate in projects with other children. Acquiring persistence - working through activities from beginning to closing and evaluation.

IN THIS ISSUE...

* Oats, Rice, Beans, and Corn
* Hot and Cold
* Apples and Sauce
* Pink Pickled Eggs

Changing through music ...

OATS, RICE, BEANS, AND CORN

BACKGROUND

Through this matching game and song, a variation of a traditional American song, children will learn that we eat foods in many different forms.

The game may be played alone or in a small group. After children are acquainted with the game, it may be placed in a learning center or in another place where children have easy access.

WHAT YOU'LL NEED

Four small, clear, lidded containers (such as pill bottles) filled with raw oats, beans, popcorn, and rice.

Posterboard.

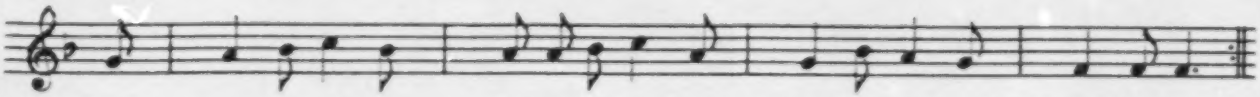
Glue or paste.

HOW TO PROCEED

It is recommended that you reproduce the Game Board, Food People, and Food Pictures before preparing the game.

Glue the Food People pictures to the small containers filled with oats, beans, popcorn, and rice. Glue the caps securely on the containers.

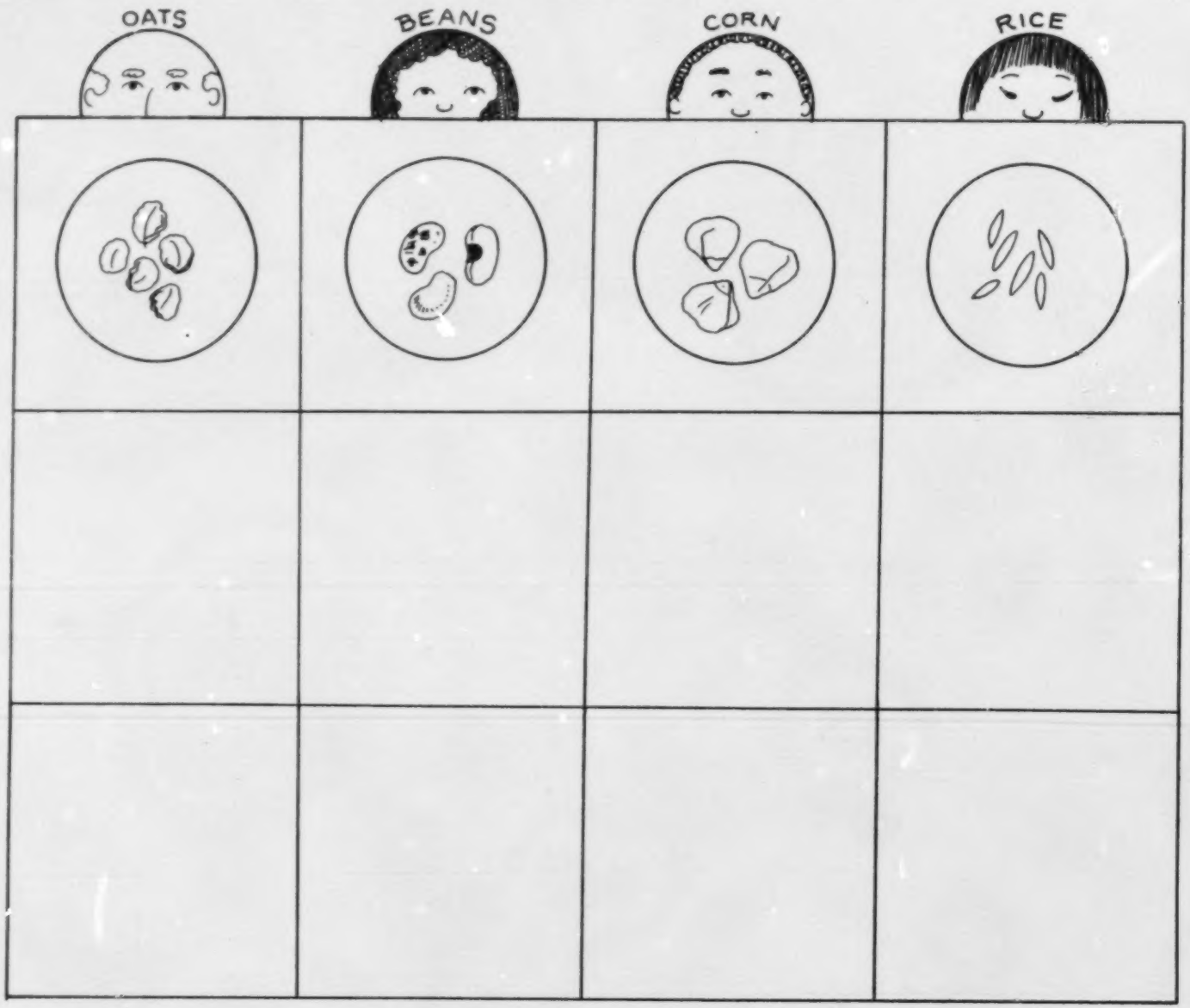
Paste Food Pictures on posterboard and cut apart. Paste the Game Board on posterboard.

To introduce the game to the children, place the Game Board, Food Pictures, and Food People on a table. Sing the song "Oats, Rice, Beans, and Corn" to the children, then invite them to sing along.

Introduce the children to Mr. Oats, Ms. Beans, Mr. Corn, and Ms. Rice. Ask, "Which of the Food People should we use first?" The children make a choice such as Mr. Oats.

The children place Mr. Oats on his space on the Game Board, then a new verse to the song is sung:

Different foods from Mr. Oats,
Different foods from Mr. Oats.
Can anyone look, can anyone find
The different foods from Mr. Oats?

The children then look for the two Food Pictures made from oats. The Food Pictures are placed on the Game Board under Mr. Oats. The song is repeated and children follow the same procedure with beans, corn, and rice.



GAME BOARD

More Changing . . .

THROUGH SNACKTIME . . .

Grapes and rye crackers.

Raisins and cinnamon toast.

Orange wedges and cottage cheese.

Orange juice and oatmeal cookies.

Applesauce and colby cheese.

Fresh apple wedges and peanut butter.

Cherry tomatoes and buttered tortillas.

Tomato juice and triscuit crackers.

Mixed fruit salad and biscuits.

Mixed dried fruit and toast fingers.

Hard-boiled eggs and pineapple juice.

Egg salad sandwiches.

These snacks meet the minimum requirements for snacks set forth by the Child Care Food Program, U. S. Department of Agriculture.

THROUGH DRAMA . . .

HOT AND COLD

Changes in temperature can be very interesting!
Ask the children:

"What are the hottest things you can think of?"
"What are the coldest things you can think of?"

Create this dramatic situation:

Divide the children into pairs. Each child molds her partner into an ice statue.

It is very cold outside. The ice statues come to life and make friends with the children. The children take the statues home. When the statues are inside the warm houses, they begin to melt and become puddles on the floor. The children are so sad. Their statues became hot when they should have remained cold.

Discuss the following questions with the children. Play out answers when possible.

- What foods are especially good when they are cold?
- What would it be like if these foods got hot?
- What foods are especially good when they are hot?
- What would it be like if these foods got cold?
- How do foods change when they get hot? Cold?
- What happens when frozen foods get hot?
- What foods are good to eat either hot or cold?

THROUGH MOVEMENT . . .

CHANGING FORM

These basic loosening exercises put the body into many forms! They may be done before any movement activity.

Stand in your own space with lots of room around you.

STRETCHING

Stretching your arms way up high, to the side, way down low, and out in front of you.

Stretch your whole body - legs, head, back, fingers, and toes. Stretch way out.

BENDING

Find a way to bend yourself. Bend your arms, wrists, fingers. Keep bending. Find new places to bend.

Bend your knees, ankles, neck, toes.

Bend all your body parts together.

TWISTING

Twist your arms. What else can you twist? Twist your waist, neck, legs, ankles, wrists.

Twist your whole body around.

SHAKING

Shaking is fun! Shake your arms, hands, shoulders, hips, legs, ankles, feet, head.

Let everything shake - let your voice shake too.

THROUGH VISUAL ART . . .

APPLES AND SAUCE

Ask your librarian to help you find books about apples to share with the children. See Where to Find More on Pg. 6 for suggestions. Discuss the colors and shapes of apples using real apples or pictures.

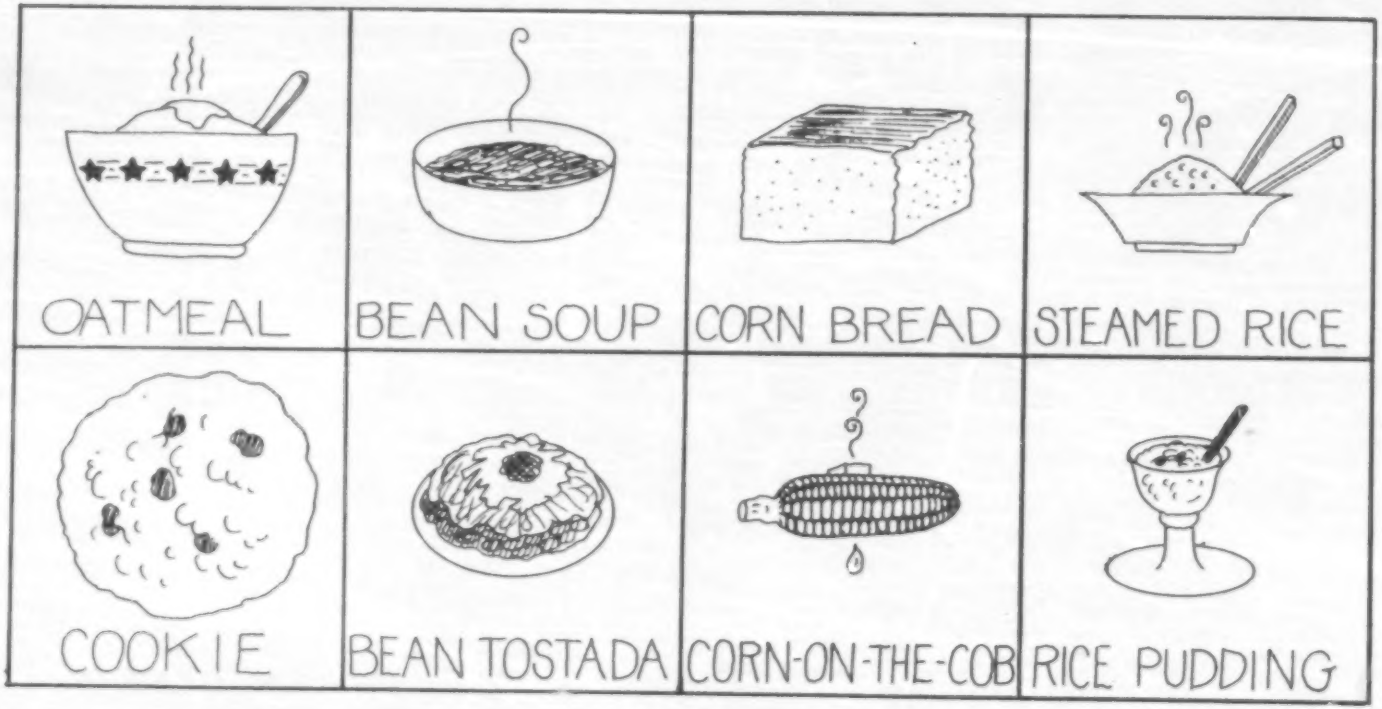
As a cooking experience, involve the children in making applesauce. Follow instructions in Creative Food Experiences for Children or Kids Are Natural Cooks or use your own recipe. Discuss with the children the changes in the apples -

"How are the apples different now? What happened to the shape of the apples? The color? The taste?"

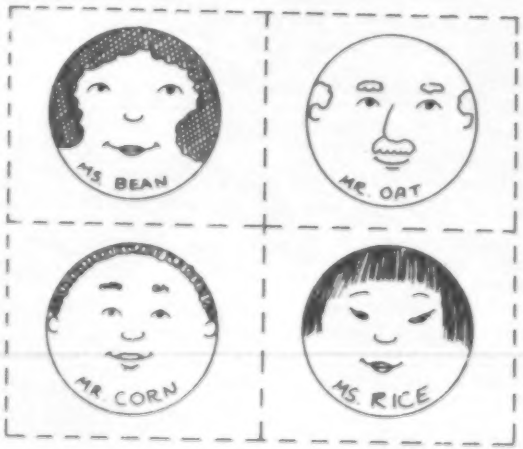
Cut pieces of finger painting paper into the shape of an apple. Write each child's name on the back of a piece of paper before starting. Wet down the paper with water and a sponge. Avoid excess water to prevent puddles. Provide red, yellow, and green finger paint for the children to use. Scoop out enough paint to cover the paper when smeared all over. Encourage the children to make different designs on their apples using . . .

"One finger, two fingers,
Or even all four!
A thumb print, a fist swirl,
Polka dots and more!"

HINT: When pictures are dry, iron them on the back to prevent curling of edges.



FOOD PICTURES



FOOD PEOPLE

DEAR PARENT,

I really like it when you sing me a lullaby before I go to bed.

I really like it when you talk to me about changes in our lives.

I really like it when you give me time to learn and make mistakes.

I really like you.

RECIPE:

PINK PICKLED EGGS

1 cup juice drained from pickled beets
1 cup vinegar
4 cups water
1 clove garlic
2 teaspoons pickling spices
12 hard-boiled eggs, peeled

In a large bowl, mix everything but the eggs. Add the eggs. Cover and refrigerate for several days. Makes 12 pickled eggs. You can easily cut this recipe in half.

WHERE TO FIND MORE...

These resources are located in the Nutrition Education Regional Resource Centers. For more information on these Resource Centers, Contact the Arizona Department of Education at 255-3362 or toll free at 1-800-352-4558.

Food for Little People by Berkeley Department of Public Health. "Feats with Heat" - an activity which shows changes in things because of heat.

Kids Are Natural Cooks - by Parent's Nursery School.
Lots of things to do with pumpkin; recipe for making applesauce.

Creative Food Experiences for Children by Mary T. Goodwin and Gerry Pollen. Making applesauce and other activities for observing changes in foods.

Check your local library for excellent children's stories such as these.

Fresh Cider and Pie - Franz Brandenberg, McMillan, New York, 1973.

CREDITS

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NUTRITION AND THE ARTS

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April 1983

A n infant's smile
P arents saying "thank you"
P laying children
R espect for my work
E very single day
C hildren eager to learn
I deas from children
A close friend
T ime to be alone
I magination
N ever ending curiosity of children
G ood food for children's growing bodies

APPRECIATING OTHERS

Children learn to care about and appreciate others while they are very young.

Being a friend is a very important thing to learn. Children need adults to teach them about friendship. Friendship is a two-way street. Remember, children learn what they live.

To teach children about friendship and appreciating others, you can:

Show you care for one another and the children;

talk with the children about things that are important to them;

give them time to play and work with other children;

help children to handle their tempers and get along with each other;

encourage children to laugh!

Be a friend to the children, and show them you value their friendship, too.

Appreciating ...

APPRECIATE ONE OF NATURE'S TREASURES . . . FRUIT

Fruit, from the common to the exotic, can be used to help children see the wonders of their world. Use fruit at snack and mealtime, and as a tool for learning in your daily program.

Fruits, especially fresh, are good foods to serve children. They have a natural sweetness to satisfy children's tastebuds. Most fruits provide ample amounts of vitamin C and vitamin A, two nutrients often lacking in children's diets.

Expand children's use of language while appreciating nutritious fruit with all the senses . . .

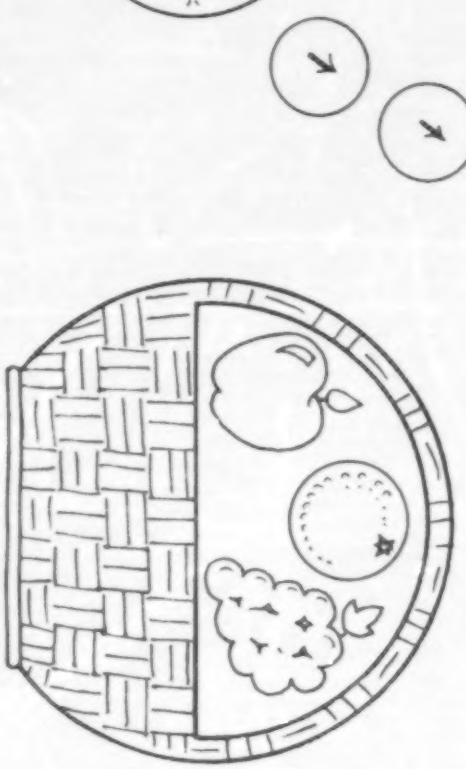
fuzzy	sweet	chewy
mushy	tart	shiny
juicy	bumpy	smooth
rough	crunchy	tart
sour	fragrant	round
curved	stringy	

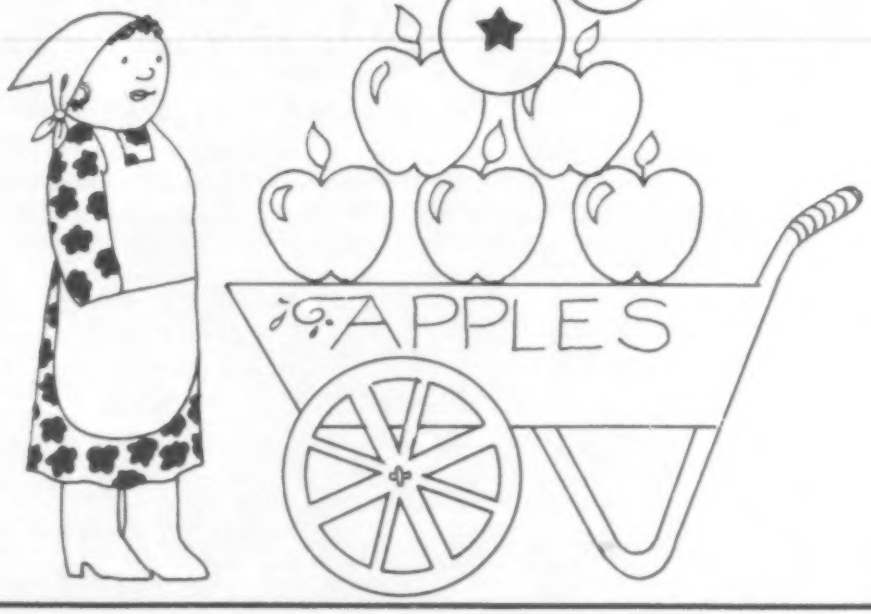
IN THIS ISSUE...

* A Musical Trip - To Market, to Market
* Squeeze and Drink/Paint and Print
* Fruit snacks
* Strawberry Snow

START

A MUSICAL T
TO BUY GOOD





TO MARKET, TO MARKET

WHAT YOU'LL NEED

Construction paper or felt fruit cut from these patterns.

2 red apples

2 oranges

2 purple grapes

2 spools for game pieces.
Draw a face to create the Singing Shopping Man

Felt pens or crayons to color the fruit pictures on the game board. A sturdy container in which to store the game board and pieces.

BACKGROUND

Children will respond in rhythm and will match colors and shapes of fruit while playing this table game designed for one or two children.

Once the game has been introduced, you may want to make TO MARKET, TO MARKET available during free choice time. When children become comfortable with the game, they need little or no supervision.

Be aware of each child's developmental needs and abilities. It may be hard for some children to move the game piece and chant at the same time. Listen for and appreciate the rhythm that a child may create on his own.

Place table games in a sturdy container in a location children can reach. Help children develop responsibility by asking them to return the game back to its special place ready for the next players.

WARM UP

Share a few favorite rhymes and invite children to clap with you as you chant. Try "Hickory, dickory, dock," "One, two, buckle my shoe," or "Hey diddle, diddle."

HOW TO PROCEED

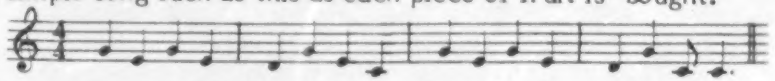
Introduce the chant TO MARKET, TO MARKET. As you repeat the chant several times, clap hands, tap feet, and nood heads in rhythm.

> To market, to market, to buy some good fruit.
> Home again, home again, Jiggety Joot!

Introduce the Singing Shopping Man. Explain that he is on his way to buy apples, oranges, and grapes to make a big fruit salad for his friends.

Demonstrate the game. First, place the fruit pieces on the matching pictures at each market. Ask children to talk about the names, shapes, and colors of the fruit.

Next, explain that the game is played by players in turn moving their Singing Shopping Man pieces ahead to each market in rhythm to the chant. At each market, the player picks a piece of fruit and places it on the matching shape in her basket. Sing a simple song such as this as each piece of fruit is "bought."



Apple, apple, buy an apple. Apple, apple, buy just one!

The game ends when all the shoppers arrive home.

EXTENSIONS

Take a trip to a market to see the fruit sold there.
Invite children to help make a big fruit salad.

More Appreciating ...

THROUGH SNACKTIME ...

Applesauce sprinkled with cinnamon with a wedge of mild yellow cheese.

*Frozen green grapes and soda crackers.

*Peach slices and an oatmeal cookie.

Fruit salad and whole wheat toast.

Fruit Fondue

Cut one or more fruits into bite-sized pieces. Dip the pieces into orange juice to prevent darkening.

Make Fruit Dip by mixing 1-2 tablespoon milk into 1 cup cottage cheese with an egg beater. Sweeten by stirring in 1-2 tablespoons frozen concentrated orange juice or apple juice.

Serve each child 1/2 cup Fruit Dip in an individual cup. Dip fruit pieces in dip and enjoy!

* Suggested by Bureau of Nutrition Services, Arizona Department of Health Services

These snacks meet the minimum requirements for snacks set forth by Child Care Food Programs, U.S. Department of Agriculture.

THROUGH MOVEMENT ...

APPLE BANANA SUPRISE

Find a space of your own to move in. Lie down on your back. Let's imagine the most delicious apple you ever ate. We appreciate fruit like apples because they taste so good and help us grow and be healthy.

Make your body move into the shape of an apple. How can you move around this way? (Rolling) Try to stand up and keep your body in the shape of an apple. How can you move while you are standing in the shape of an apple? Keep your eyes up to be safe.

Now let's lie down again. This time think about the good taste of a banana. Make your body into the shape of an banana. Try different ways to move with this shape. Now stand up and keep the banana shape. Now move around with this shape.

Now let's change back to the apple shape. Now to the banana shape. Let's do it again very fast. When I say "Apple," you change. Apple. Now banana. Apple. Banana.

Fruits are very good foods for us to eat. They help keep our bodies healthy so we can do many different movements like these.

THROUGH VISUAL ART ...

SQUEEZE AND DRINK/PAINT AND PRINT

Provide children with a bowl of citrus fruit to see and feel. You may include oranges, grapefruit, lemons, and limes. Encourage the children to talk about all the names, sizes, shapes, colors, and textures.

"What kind of fruit is this?
What color is this grapefruit?
Is it a big fruit or a small fruit?
What shape is it?

What fruit is this?
How does this lemon feel?
Smooth or bumpy?"

After cutting the fruit in half, hand-squeeze some juice from each. Invite each child to taste the juice and talk about the different flavors.

Save the hand-squeezed fruit halves and let them dry overnight or until hard. Brush tempera paint onto one of the fruit halves. One or two colors is plenty. "Stamp" the fruit onto a piece of colored construction paper. Stamp it several times and see what beautiful designs it makes!

Hint: A "stamp pad" may be made by folding several layers of paper towels onto a cookie sheet and pouring on the paint.

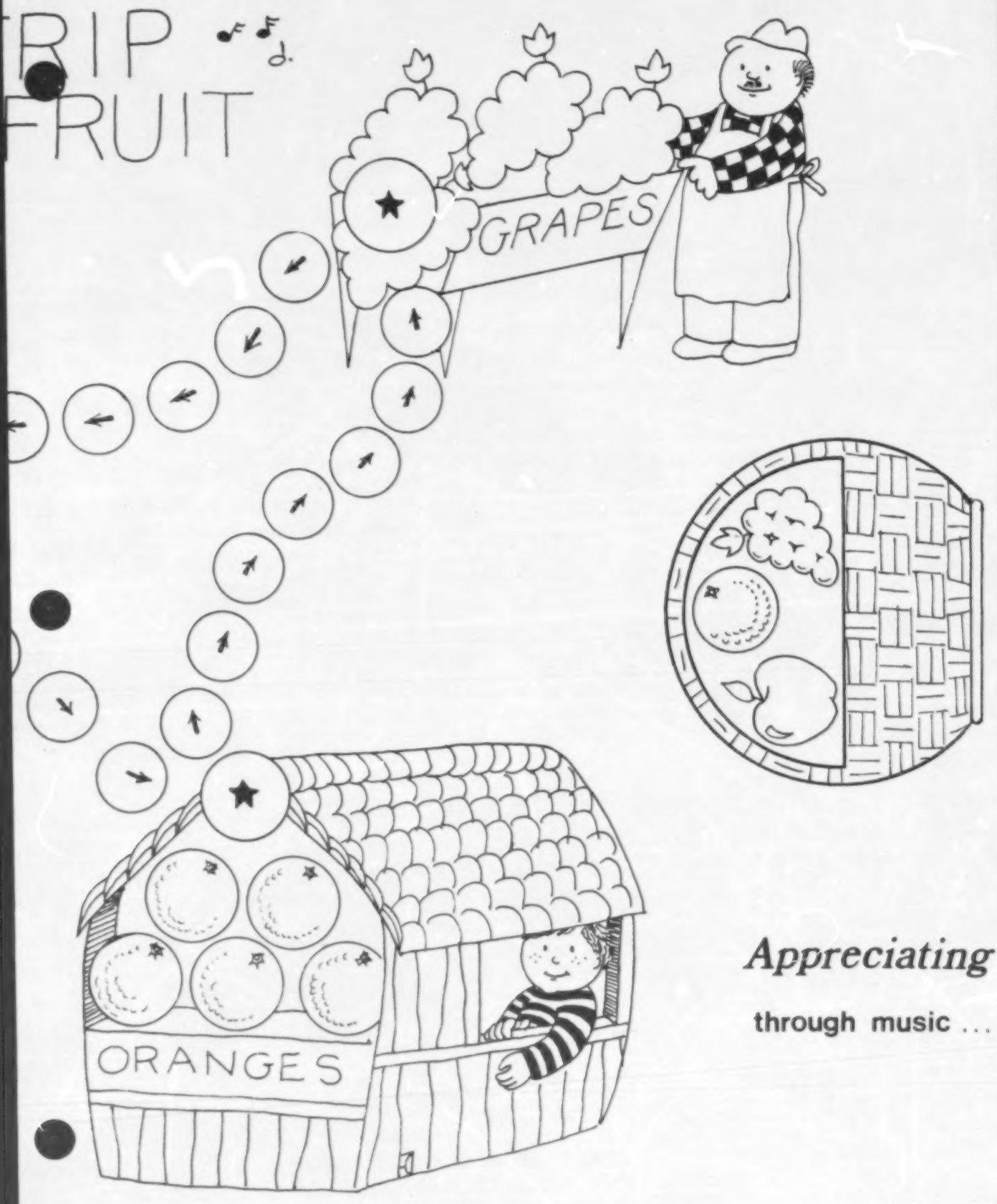
THROUGH DRAMA ...

JUICY, SWEET APPLES This narrative pantomime encourages coordination and imagination. Be sure to speak in a slow and very descriptive manner, allowing the children plenty of time to do what the words suggest.

Apples grow on tall trees. Let's reach up very high to pick one. Good! Now, let's reach up even higher and pick the ripest one with the other hand. Now you have two apples. Look at them very carefully. Which one do you like best? Let's save that one. Put it in a safe place. Maybe in your pocket, or in the corner, or . . . Now let's shine the beautiful apple. You can shine it on your sleeve on your pants, or on your shirt or skirt. Trade apples with your friend. How is it different from yours? Shine the apple a bit more and return it.

Now let's all take a bite at the same time. Very slowly. Mmmmmmm. It's very juicy. Some of the juice runs down your chin. Chew the apple very slowly, and swallow. Go ahead and eat the whole apple. When there's nothing left but the core, let's see how far we can throw it. Let's see if we can throw it way across the room into the garbage can. Good!

It's fun to eat apples. We've still got another one for tomorrow!



Appreciating

through music ...

DEAR PARENT,

I appreciate it when you hug me and tell me you love me.

I appreciate it when you talk to me and sing to me throughout the day.

I appreciate it when you let me help you cook.

I love you.

Here is a pretty, light, and nutritious dessert you and your child can make together!

RECIPE:

STRAWBERRY SNOW

1 envelope unflavored gelatin
¼ cup cold water
¼ cup sugar
1 Tablespoon lemon juice
1½ cup crushed strawberries
2 egg whites

Put the gelatin in a medium saucepan and *POUR in the cold water. Let stand 5-10 minutes to soften the gelatin. Stir over medium heat until gelatin is dissolved. Remove from heat. *STIR in the lemon juice and strawberries. Set pan in the refrigerator until the strawberry mixture starts to thicken. With an egg beater, beat the egg whites until stiff, and beat the strawberry mixture until foamy. Combine the two and beat until the mixture holds its shape. *POUR into a bowl or pretty mold and refrigerate until set. Serves 4.

*YOUR CHILD CAN POUR AND STIR WITH YOUR GUIDANCE AND SUPPORT.

WHERE TO FIND MORE...

These resources are located in the Nutrition Education Regional Resource Centers. For more information on these Resource Centers, Contact the Arizona Department of Education at 255-3362 or toll free at 1-800-352-4558.

Creative Food Experience for Children
by Mary T. Goodwin and Gerry Pollen

Making applesauce, raisins, orange milk shake with children; growing fruit plants in the classroom; over a dozen fruit salad ideas; and much more.

Food for Little People
"Fruit Jumble" - a classroom fruit salad; "The Star House" - a special apple story; fruit snack suggestions and recipes.

How to Help Your Child Eat Right!
by A. K. Hatfield and P. S. Stanton

Favorite fruit recipes for children.

Kids Are Natural Cooks by Parents' Nursery School

Recipes for classroom cooking arranged by seasons.

I Like Fruit by Sharon Lerner

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